

Educational Supplement

FIRST PUBLISHED 1910 PRICE 60p

PERSONAL COLUMN

Teachers, who must be feeling pretty unloved at the moment, can take heart from the latest Gallup poll on parents' attitudes. On the whole parents feel that teachers should have a bigger influence over running the education service than anyone else. Forty-six per cent put teachers in the top role, 25 per cent opt for local authorities, 19 per cent for parents themselves, and 5 per cent for central Government.

Another finding in this poll will be even more astonishing to those who take their view of the state of education from Fleet Street or the Hiltop Group. Seventy-eight per cent of parents were satisfied with the education their children were getting. Whether or not they were right to be satisfied is of course another question. There is a case for arguing that the national problem of low expectations lies primarily with parents. However, for what it's worth, that's what Gallup says.

Generally, then, teachers command more confidence among parents than our political leaders do. But there is one matter where parental opinion is very much closer to the Government than the teachers. Unfortunately it is the arena where teachers' passions are most frequently roused and I dread a bitter battle in which teachers will lose the argument as well as the case. This is the matter of testing. Seventy-one per cent of parents support the idea of national written tests at 7, 11 and 14.

The education establishment's fear of national testing is in part a deep and long-lasting revulsion against the Victorian

We're talking positive-image arithmetic here, kids!



ANNE SOFER

Put to the test

'The reaction against testing unfortunately comes across as the worst sort of professional defensiveness'

system of "payment by results". Engraved on the corporate heart of HMI are Matthew Arnold's arguments against the Revised Code in 1867:

"In the game of mechanical contrivances, the teacher will in the end beat us; and as it is now possible, by ingenious preparation, to get children through the Revised Code examination in reading, writing and ciphering, so it will with practice no doubt be found possible to get... children... through the examination in grammar, geography and history without their really knowing anything of these matters."

Unfortunately these historical echoes do not resound with the public at large, and the reaction against testing comes across as the worst sort of professional defensiveness. I have heard opponents of the Government in the last week chuckling with delight at the prospect that maths attainment target tests would take nine years to put in place. I think their glee is misplaced. Parents are likely to be as little amused as Mr Baker. Speaking as one myself, it seems to me preposterous that a simple set of tests cannot be devised - tomorrow if necessary - to find out whether or not children can apply and manipulate the four rules of arithmetic, decimals and percentages, and use a calculator.

Now I know that at this stage maths teachers bury their heads in their hands

groan aloud and threaten to leave the profession tomorrow. (And knowing how much we need them, I would beg them not to do that.) They will argue that maths is a far more exciting and wide-ranging subject than mere basic arithmetic; that the concepts involved need to be taught thoroughly and cannot be simply assessed; that old-fashioned rote-learning has always produced massive innumeracy, and so on and so on. But I would urge them to believe that they have a big problem of public relations on their hands. Arithmetical competence is not an outdated skill, and it is one of the things that parents and employers - rightly or wrongly - think is important and believe they can judge.

The clever thing for the teachers and the local authorities to do would be to pre-empt the Government on testing. They should strongly promote graded tests (on the model of music examinations and swimming and gymnastics awards) as a far more stimulating way of challenging children to learn than the sort of bench-mark testing the Government is proposing. And they should do it quickly. They should get publicity for those experimental schemes that are succeeding. They should sponsor and issue a set of basic arithmetic graded tests which could be taken at their own pace by primary and lower secondary pupils - in or out of school - for

which they offer official certificates. They should persuade an independent television company to make some jazzy back-programmes for children's television. They should mount a national campaign - "Some are Fun" perhaps - to arouse the same sort of enthusiasm that has been generated by home computers and gymnastics.

Yes, of course all this would encourage competition, but nobody seems to mind the spirit of competitiveness that undoubtedly enters into the music and swimming awards. Perhaps the difference is between the sort of competition that inspires children to emulate excellence and the sort that merely puts them in their place. If such a campaign could visibly demonstrate how far and fast some children are capable of learning, while at the same time interesting and stimulating those who are less capable, this would indeed make the Government's proposals look like a recipe for mediocrity.

When people argue that the most important learning cannot be measured, I agree with them. But some learning can; and it will just make the public angry to keep denying it.

NEXT WEEK
Poll of polls

Jeremy Sulcliffe reports on the message for the Education Secretary

Opting for Westminster

Rodney Brooke argues that education would be better run with other local services, than by the LEA

Governing seriously

Governors who set up a major inquiry into the real needs of their school

Perestroika

Michael Foot on Gorbachev's initiatives

Once upon a time

Story cassellae for Christmas

Extra: History

WEDNESDAY DECEMBER 11 1987 NUMBER 3728



Coming over after a refuelling stop: Mrs Raisa Gorbachov and the Education Secretary enjoy a joke with Edith Moorhouse's young lace-makers

No summit but a high point all the same

by Ian Nash

"Had you walked into the school you would have thought she was a member of staff," said Mr Brian McCutcheon, head of Edith Moorhouse junior school, Carterton, commenting on the visit from the Soviet republic's First Lady.

Raisa Gorbachov glided through her pre-summit excursion with the ease of the diplomat she is and the teacher she used to be, delighted by the nativity play put on for her benefit and apparently impressed by the style of schooling Oxfordshire had to offer.

Undaunted by the four boisterous classes milling about a semi open-plan teaching area, Mrs Gorbachov enchanted the pupils she sat with and enthused over their studies - which ranged from lace-making to computer studies.

But there was a certain irony in the Education Secretary showing off this particular school, which is only two minutes' drive from the Brize Norton air base where Mrs Thatcher and Mr Gorbachov met briefly on Monday. For Edith Moorhouse is the epitome of the Plowden-style school that Mr Baker's national curriculum aims to put down.

It must also be said that behind all the Christmas time the flashing cameras and the media hype were five

Disarming words, page 5

of the most gruelling days in the life of Mr McCutcheon, who was sworn to silence about the hour-long visit until the last possible moment.

But the lack of warning did, at least, ensure spontaneity. The children were particularly impulsive when it came to showering her with presents from cuddly dolls to samples of lace.

"She gave them a beautiful book, *Longing for Peace*, which had prints by children of a similar age to ours," Mr McCutcheon said. "This was a tiny bit of the world's history we experienced. It was the kind of event I do not think anyone could forget."

● The Gorbachovs' visit came just days after a cultural exchange organized by the British Council led to five Soviet education experts from Moscow and Baku visiting Edith Moorhouse secondary school in the Inner London Education Authority to see the geography department at work.

But the day after their stopover, the president of the British Academy, Sir Randolph Quirk, revealed that the number of pupils learning Russian in Britain had halved during the past 10 years.

Sir Randolph, who was giving a lecture at University College, London, told *The TES* this was an "unfortunate" state of affairs given the prospect of glasnost (opening up) in the Soviet Union. He called for Britons to break out of their "monolingual strait-jacket".

Labour rebels forced to make drastic cuts

by Linda Blackburne

A total of 4,281 teaching jobs are at risk in the new year as five of the highest spending Labour-controlled education authorities plan cuts of more than £200 million.

Waltham Forest, Manchester, Brent, Haringey and the Inner London Education Authority, all of which have been fiercely criticized by the Government for overspending, are now facing financial crises. One teachers' leader called it "creative accountancy coming home to roost".

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters' Union of Women Teachers, added that he thought the authorities had held out false hopes of a Labour election victory - and a subsequent boost to local authority coffers.

Waltham Forest is proposing £12 million cuts with the loss of about 400 teachers' jobs; Manchester is looking to save £35 million and may axe 1,000 teaching and lecturing posts; Brent hopes to lop off £1.4 million and cut 231 jobs and save £8.4 million, while Haringey needs to reduce spending by £150 million and may have to shed 2,300 jobs.

Waltham Forest, which will be rate-

cepted next year, made a 62 per cent rate increase when Labour took control in May 1986.

Mr Eddie Playfair, education committee chairman, said: "When we took control we did not feel the existing level of service was expanding to meet the needs of the borough. There had been cuts for four years."

The borough has also had to make up for a £200,000 loss in urban aid at the same time as trying to implement major secondary reorganization, improve school buildings and carry out Government initiatives on GCSE and school governors.

But Mr Michael Lewis, Waltham Forest's Tory leader, said: "Our feeling is that the whole thing could have been avoided had there been a more sensible approach last year. The director of finance warned the council on four separate occasions that if they continued to increase spending across the board in the way they were proposing that we would suffer a severe penalty on ratecapping this year."

He believes the Labour group will probably have to make cuts of between £5 million and £7 million.

Teachers are blaming the Government for the cuts and supported a day

Parents split over opting out proposal

Parents are divided on whether schools should be allowed to opt out, but most are against their own child's school going so, according to a new survey carried out by the south-east.

More than 300 parents were questioned in London and Oxford by Mr Gary Thomas, senior lecturer in psychology at Oxford Polytechnic.

Thirty-six per cent were in favour of Government plans to allow schools to opt out of local authority control; 33 per cent were against and 30 per cent were "don't know".

But 51 per cent said they would not let their own child's school to opt out; more than a quarter (22 per cent) said they were in favour and 27 per cent were not sure.

On "parent power", Mr Thomas found 37 per cent of the parents wanted to play a larger part in running schools; 66 per cent thought the present arrangements "about right".

Among parents with primary-aged children, 44 per cent said they would like to be governors, compared with 29 per cent of secondary parents.

Most parents (70 per cent) want regular testing of basic subjects, but 48 per cent were against tests for seven-year-olds.

Full details, page 20

Full details, page 10

The TES poll of polls, page 12

NOTICEBOARD

PEOPLE

Mr Dennis Osborne, a chartered accountant, is to be general secretary of the Imperial Society of Teachers of Dancing. Mr Chris Kennedy has joined the Centre for British Teachers as chief executive. He is on secondment from the University of Birmingham. Mr Graham Cross is to be vice-principal at the Dukeries Complex, Nottingham. He was formerly head of community education at Ridgeway High School and Community Centre, Wrexham.

CONFERENCES

December 7: Media education and the national curriculum organized by the National Association of Teachers, Educators and Advisers in Media Education, at the Jeffrey Hall, Institute of Education, 20 Bedford Way, London WC1. Key speaker: Professor D. Layton. Fee: members £10, others £15.50 (to include lunch and refreshments). Details: Philip Drummond at the Institute of Education, Telephone: 01-636 1500, extension 355/6/7.

December 12: Teachers' review and the gendered curriculum organized by the Association for the Teaching of the Social Sciences at Liverpool. Key speaker: Professor J. H. H. Jones. Fee: £2.50. Details: Department of Sociology, Woolton Road, Liverpool L6 7WQ.

December 18: The future of the 1987a curriculum organized by the Association for the Teaching of the Social Sciences at Liverpool. Key speaker: Professor J. H. H. Jones. Fee: £2.50. Details: Department of Sociology, Woolton Road, Liverpool L6 7WQ.

for Educational Technology, the Further Education Unit and NATE's audio-visual communication and educational technology section of Birmingham University. Key speaker: Sheila Jones. Fee: £1.50 to include accommodation and meals. Details: Mrs D. Bourne, PO Box 32, Salisbury, Wiltshire SP5 5HD.

December 18-20: International currents in educational ideas and practices organized by the History of Education Society and the British Comparative and International Education Society at Hull University. Speakers include: Edward Chaney, Bob Cowen, Bob Thompson, Philip McCann, William Taylor, David Phillips and Harold Silver. Details: The Rev Dr John Sedler, Little Quakerswood, Stone Drive, Colwell, Malmesbury, Wiltshire SN13 6QL.

January 5-6: Studying with English conference on the needs of non-English speakers in British higher education at the Centre for overseas Studies, Bristol University School of Education, 95 Berkeley Square, Bristol BS8 1JA. Fee: £40 including accommodation and dinner. £23.50 (non-residential). Details: Mr John Higgins, Centre for Overseas Studies, University of Bristol School of Education, 95 Berkeley Square, Bristol BS8 1JA.

COURSES

July 11 - March 14: The future of the 1987a curriculum organized by the Association for the Teaching of the Social Sciences at Liverpool. Key speaker: Professor J. H. H. Jones. Fee: £2.50. Details: Department of Sociology, Woolton Road, Liverpool L6 7WQ.

£17. Details: Morley College, or the Information Centre, Department of Extra-Mural Studies, University of London, London WC1.

February 3 - July 27: The London Food Commission's spring programme for people from local health and education authorities, voluntary organizations, trade unions and caterers. Courses include Food in nurseries and playgroups. School meals: the key to the future and Catering education: looking ahead. Fees range from £30 to £50. Details: The Education and Training Programme, the London Food Commission, 88 Old Street, London EC1.

November 25 - December 11: African and Caribbean art exhibition organized by the ILEA in celebration of African jubilee year and featuring the work of ten African artists living and working in Britain. Open daily from 10am to 4.30pm in Room 180, The County Hall, London SE1. Entrance free. Details: The Education Department, The Education Museum, Kingsland Road, London E2. Telephone: 01-739 9893.

December 10: Art for hospitals seminar at the Whitechapel Gallery, 80 Whitechapel High Street, London E1, to explore the range and uses of art in NHS hospitals. With speakers from hospitals and the public art

Development Trust. Fee: £2. Details: London Museums Officer, Farnham House, Barbican, London EC2Y 8AA.

March 26-31: The British Film Institute Easter schools residential course on teaching about the media. Fee: £120. Details: Tessa Wilson, BFI Education, 81 Dean Street, London W1. Telephone: 01-437 4358.

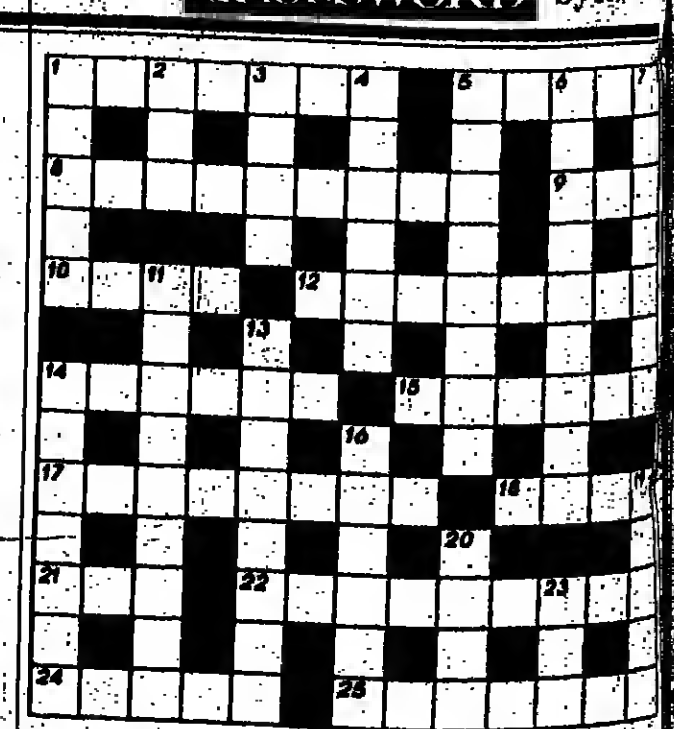
Domestic: Anne Williams is investigating the impact of the Domestic project on secondary education. She would like to hear from schools which have used the system and their views on its potential for education. Please write to her at 113 Hazel Grove, Hatfield, Herts AL10 9DY.

Index: Clive Fisher is writing a book on British India Educational Crises and would like to hear from readers who have unwieldy brochures, wall charts, pictures, log books, diaries and especially publications containing advice for party leaders. Please write to him at 133 Moorlands Close, Brocksburn, Herts SG4 7QS.

New ways of paying the paper: the inaugural lecture of Educational Administration at the Institute of Education, explores education financing. This, and other special lectures, are available from the Information Office, Institute of Education, 20 Bedford Way, London WC1. £12.50 each.

Publications: New ways of paying the paper: the inaugural lecture of Educational Administration at the Institute of Education, explores education financing. This, and other special lectures, are available from the Information Office, Institute of Education, 20 Bedford Way, London WC1. £12.50 each.

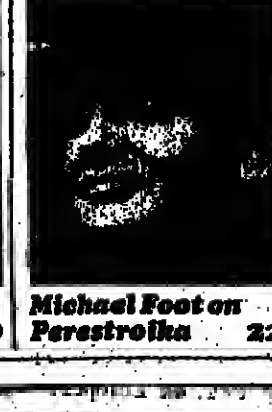
No 334 CROSSWORD by Rufus



Across
1 Where man cuts
adrift (7)
5 Carries on fighting
for pay (5)
8 Not a genuine
claimant (9)
9 Measure of intelligence (3)
10 Right time to lose
one's temper (4)
12 Divide and
conquer, perhaps (8)
14 Friendly attempt to
appear unimportant (6)
15 Nation producing
oil (5)
17 Kindly feeling not
hard to place (4, 4)
18 Freight unhelped by
a lion's tail (4)
21 Faithfully reports
what about (3)
22 Unimpaired and
uninjured (7)
Down
2 Extra capital (5)
3 Remains even briefly
ruined (5)
4 They are driven
from the river (4)
6 New demand put
out of one's mind (6)
7 Feature film put on
before the big fight
(3-5)
11 How I threw his arms
about in an offensive
way (9)
13 Like things last (6)
16 One who is
conspicuous change (7)

THIS WEEK

DIARY
PRIMARY
SCHOOL TO WORK
NEWFOCUS
OVERSEA NEWS
LETTERS
TALKBACK
FEATURE
REVIEWBOOKARTS
RESOURCE/MEDIA/IT
PERSONAL COLUMN
NOTICEBOARD
AND CROSSWORD
CLASSIFIED



Governors - see centre pages 13 20 22 29-36

LITTLE ROOM FOR ENTERPRISE

The story about the Hampshire business and information studies course (page 10) is a timely reminder of the effect the national curriculum, in its present form, is likely to have on the top end of secondary schools. The Hampshire course is a highly regarded example of the kind of work for 14 to 16-year-olds that has taken into account both the needs and interests of students, and the requirements of employers.

All the recent schemes involving employers in defining the goals of education seem to have come up with similar answers. They want young people who are literate and numerate. They also want them able to work as a team, solve problems, handle information and use it to make sensible decisions, and evaluate the results. And, of course, they want them to be polite, articulate and responsible.

Until last summer, and the curriculum consultation paper, the Conservative Government seemed to be encouraging schools to develop courses that fitted the bill. And once the schools had swallowed the idea of the Government leading from the front, with earmarked funds for development, many good things started to happen.

The Technical and Vocational Education Initiative, the Certificate of Pre-Vocational Education, even the Low Achievers Project, all promoted new teaching styles that gave students more active ways of learning and more say in what they did, and gave teachers a chance to look at their approach and methods and change them to include more group work, problem-solving and work out of school.

Through TVEI and other new examination

courses, these approaches offered new choices not only to the less academic and motivated students, but also to the academic ones. Everything seemed set for more of the "enterprise education" beloved of Lord Young and those he speaks for.

Then came the consultative paper which reflected the right-wing educational traditionalists' desire to put the clock back and return to separate, clearly defined subjects. They seemed to have won hands down: in the early discussion of the national curriculum, the plight of Latin got much more attention than that of economics, political literacy, business studies, home economics, politics, careers and information technology.

Critics have been fobbed off by the glib assumption - repeated in the DES response to the Hampshire worries - that many of the elements that have been brought together in new interdisciplinary courses can be taught through the core and foundation subjects. But that entirely misses the point of what has been happening in schools - and, equally important, in the work that gets older students out of school. Just as serious, it ignores the whole problem of motivation.

No doubt a few ingenious and determined schools, used to fitting a quart into a pint pot, will manage to accommodate the Government's one and a half pints alongside what they believe is best for their students. Many others, like the schools doing the Hampshire course, will cut back on successful initiatives.

If the Government were genuinely radical, there is a simple way out. For secondary schools, the real problems come at the age of 14 - before this,

provided that the new "programmes of work" leave plenty of space for local interests and initiatives, it should be perfectly possible to live with the national curriculum.

After 14, many students are ready for choices, and diversity of both teaching and content fits the needs of employers and the economy, as well as of students. Fourteen-year-olds who have had their foundation doses of history and geography all the way up their school life seem unlikely to benefit from two more foundation years, unless they choose to do so. The examination boards are there to set standards in new-looking courses.

In all this, the Scottish approach to curriculum and assessment, described by Peter Cornall (page 19) is instructive and, to English eyes, much to be admired. Indeed, Mr Rifkin's consultative document seems to have been mischievously written to point up the differences: "The emphasis will be placed on assisting teachers with current problems rather than making unnecessary changes."

It is important to remember that Scottish secondary teachers also had a traumatic time when they were faced with a tight timetable to implement the decisions taken after the Munn and Dunning reports. But at least they had two serious professional committees of inquiry. Their Consultative Council for the Curriculum was set up before the curriculum guidelines were written. The guidelines have not been entrenched in statute, and they focus on areas of experience, not on subjects. The grass is not only greener on the other side of the Border, it seems to be organically grown, too.

COMMENT

STRAIGHT IS THE GATE

It is amazing how much time politicians of the major parties spend queuing up to make fools of themselves. The latest moonbearers from the larger lunacy are contributed by the group of Conservative MPs who have persuaded the Government to accept amendments to the Local Government Bill now in Committee. These make it unlawful for local authorities to "promote" homosexuality, or teach children that a "pretended" homosexual family relationship is acceptable (page 3).

The loony-right is intent on compounding the absurdity of the loony-left by taking the over-excitement of the media at its face value. Jenny's mythical breakfast in bed with Eric and Martin represents a very small nut for this particular sledge-hammer.

Ridicule, not legislation, is a more appropriate weapon against this threat.

Most ordinary people certainly don't want their children indoctrinated by their teachers with "a positive image" of homosexuals, and would give extremely short shrift to anyone who criticized them for their undoubted heterosexism. It is the loony-left who sought to recruit homosexuals - as homosexuals - to their rainbow coalition of the oppressed and disadvantaged, who have precipitated this piece of legislative intrusion. By attempting to extend the range of local government concerns - from gays and lesbians at one extreme, to nuclear war at the other - the hard left has helped to discredit the great majority of sensible local authorities which stick more closely to their task.

The upshot is yet another piece of legislation which will impose on schools. This will now have to be read with the 1986 Education Act's clause on sex education. It will further inhibit the schools, and encourage the barrack-room lawyers among parents and local school-watchers. It may even set back Mr Baker's Aids education programme, though this is the last thing he wants. His lack of enthusiasm is understandable but Mrs Thatcher, not-foot from Betty Norton and her session with Mr G, gets more and more keen on the Nanny State by the hour.

KEEP BOOKS OUT OF VAT

Two years ago, the threat of VAT on books and newspapers was headed off by a vigorous publishers' campaign led by the present Lord Stockton. Now the threat has reappeared in a different guise as part of the EEC's effort to complete the unification of Europe by a single market by 1992. The European



"Well here's one noble lord who can't wait - I've shot most things but never gerbil!"

Commission is pressing for the harmonization of VAT, and its application to a range of goods and services which have hitherto been zero-rated in some EEC countries but not to others.

A lobby - the European Committee Against Taxing Books - is seeking to mobilize opposition to this more insidious but no less real threat. It has some support in one or two of the continental countries where VAT already applies to books, notably the Netherlands, but the base for the campaign is the Publishers' Association in London. Britain and Ireland with Portugal, Spain and Greece are the countries where the opponents of a tax on knowledge are now mustering in force.

Their main difficulty is keeping up a sustained campaign. That is the trouble with winning the battle over putative budget changes, two years ago. That fraction of public opinion which is aware of the issue at all, thinks the threat has gone away. How can you convince them otherwise and keep them on the qui vive for another five years?

The Brussels proposals are for a two-tier VAT system, with most items being in an upper tier, taxed at 14-20 per cent at the discretion of national governments and a lower tier for a restricted range of privileged products (which might include books and publications) at 4-9 per cent.

This would still involve a new and damaging tax on books which the marketing people say would have a disproportionate effect on sales and, therefore, reading. Brussels (ie, the Commission) dilutes zero-rating in principle, but this has clearly got to survive if agreement for any change is to be reached. Mrs Thatcher has dug in behind promises to keep VAT off food, children's clothes and fuel, and last week in one of the parliamentary debates at the European Council, Britain asked a price for the claim that new houses should be zero-rated on

grounds of social policy. If zero-rating is allowed to continue, the European Committee Against Taxing Books wants the lower tier for VAT set at 0-6 per cent instead of 4-9 per cent, thereby opening the door for books to retain their exemption. In such circumstances zero-rating is likely to be hedged around with tight restrictions, so the British Government, which (food, fuel and children's clothes - and new housing - apart) would really rather like to extend the VAT base and reduce the list of exemptions, will still have to be persuaded to stand up for the printed word.

Newspapers also have managed to keep their exempt status until now, and want to retain it for obvious reasons, which include a belief in the importance of a free and unfettered press, as well as elementary commercial considerations. Earnest editorials on this topic will, however, invite a certain scepticism. The publishers, too, are aware that in fending off a tax on knowledge and playing out their cultural trumps, they invite a cynical response from those who see no reason why Jeffrey Archer's literary output should be specially protected from a sales tax.

Scepticism, therefore, is in order, when any campaign of this kind is launched. But so is caution in abandoning a fiscal status which has been maintained for more than a century: it would be a culturally retrograde step to tax reading, as well as one which would have deleterious side-effects on universities, colleges, and the army of private students the DES mobilizes every day (it wants to put the HE figures in their most favourable light. Don't tax reading. Write to ECATB at 19 Bedford Square, London WC1B 3BH for details and do your own lobbying of MPs and Conservative councillors. This is a campaign which is well worth backing if you care about books and the literary culture.

Second opinion

OPTING FOR TROUBLE

Opting out, education's zero-zero option where taking away is supposed to leave more, certainly so far as choice is concerned, raises a number of interesting questions.

I will leave aside London's particular difficulties, and concentrate on grant-maintained schools. Imagine a governing body meeting in the autumn of 1989 voting by majority to seek grant-maintained status.

It seems that the earliest possible date for opting out will be September 1991; all the necessary procedural steps must follow the government's initial decision to make an earlier date difficult to visualize. However, a parental ballot will need to take place as quickly as possible if the 1991 target is to be achieved - surely before the end of the 1989/90 school year.

Therefore in an 11 to 16 school, one of the five year groups will have to be before grant-maintained status can be attained; 40 per cent of the electorate have no real concern about the result. In a seven to 11 school, 50 per cent will not be affected by the decision, and a five to seven school, 66 per cent more (dependent upon the admission policy and the date of ballot) will have moved on before a positive decision can be implemented.

Can this be right? Why should today's parents be deciding for tomorrow's pupils? What sort of commitment will such parents have to the school when their own children have moved on?

What if a junior school elects by a narrow margin to opt out, helping the hopes of parents who will not be associated with the school, while the feeder infant school, parental to remain with the local education authority. This is but one example of how a new grant-maintained school could open with the majority of parents against the venture.

There are, of course, schools who share not only a building, but a caretaker, playground and so on. Apportioning responsibility will be a bureaucratic delight. Will all the real repairs fall upon the school that is on the top floor?

Who is to be responsible for secondary education in a local authority where all the secondary schools opt out? Surely not the L.E.A. If it has control over any school, what will the fate in those circumstances of the specialist advisers/inspectors? Will they be dumped to advise primary schools?

Some authorities have mainly educational provision at the secondary level, but maintain just a couple of single-sex establishments. If the school opts out but the girls' department would the local authority be in breach of equal opportunities provisions?

Of course, when the changeover arrives in September 1991, 1992 or whenever, the budget itself may have been devolved whether a school is within or without the local authority. September, however, is well into the financial year. More problems!

Maybe this is a game that we are all playing, what silly situations can be conjured up as a result of opting out. Sadly, some at least will be for real. There is a clear impression that incidental bits and pieces have been thought through - they should be before the parliamentary debate.

John Woolton

John Woolton is head of a primary school, Welwyn.

NO COMMENT

Michael Howard, Minister for Education, derided a book by Pauline, which he said had been written by a family of a lesbian mother, and a black childminder, living with their children and 300 rabbits.

IN BRIEF

Fowler asks for HE bids

Vice-chancellors and polytechnic directors were this week invited to bid for the £1 million grants the Government is offering to promote the introduction of industry and business experience into all undergraduate courses.

Formally launching the Enterprise in Higher Education Scheme, Mr Norman Fowler, the Employment Secretary, made it plain the Government thought students could do more than simply gain an awareness of industry.

He said that the first aim of the programme, which is being run by the Manpower Services Commission, was to make sure that everyone studying for a higher qualification should be able "to acquire key managerial and business competences and develop associated aptitudes".

Party cancelled

A Christmas party for children from homeless families in West London has been cancelled because of overwhelming numbers. Instead, a double-decker bus will tour the squallid hotels of Baywater distributing 5,000 presents to the children - who to 800 cases are school-less as well as homeless.

The party, which would have been held next week, has been staged for the past three years. Dr Richard Stone, a general practitioner and founder member of a local pressure group for the homeless, estimated that between 5,000 and 6,000 children were now living in the cramped and overcrowded hotels around Paddington station.

More IT advice

The Government has agreed to spend £200,000 on a new advisory service for 520 advisory teachers appointed to encourage information technology across the curriculum. Between one and 10 advisers will be employed by each authority, depending on its size. The move is in line with the recently announced five-year Education Support Grant plan to boost the new technologies in schools. Information technology, page 27

Job appeal

Brent education officers have been found guilty by an industrial tribunal of discriminating against Ms Frances Brinkwalke, a national executive member of the National Union of Teachers, who was turned down for a deputy headship at Chalkhill primary school, where she has taught for eight years. However, the tribunal rejected her claim that the council's decision to ignore a recommendation from an appointments panel, which said she should be given the job, was because she was white. The NUT is to appeal against the decision.

First chairman

Sir Ronald Dearing has been appointed the first chairman of the Polytechnics and Colleges Funding Council. Sir Ronald, 57, a former Post Office chairman, is currently chairman of the Council of National Academic Awards.

Governors

The last in the TES four-page pull-outs on Governors and Governing appears this week (centre pages). An A4-size wallet costs £1.25 (including postage). Cheques should be made payable to: The Times Supplement.

Orders should be sent to: Nigel Denison, The Times Supplement, Priority House, St John's Lane, London EC1M 4BX. Make clear your exact requirements - reprints, wallets or both.

A new weekly governors column will start in The TES early in the new year.

NEWS



Jet set: pupils from Allhallows school near Lyme Regis, Devon, have set up their own fire service so they can swing into action if a blaze ever starts at the school. The fire-fighting team consists of seven boys, two girls and a teacher.

Sex education guidelines won't change - DES

Department of Education and Science officials were insisting this week that the Government move to ban the teaching of homosexuality in schools would not alter guidelines on sex education issued to teachers earlier this year.

The Government has accepted a new clause in its Local Government Bill, currently going through its Committee Stage in the House of Commons, moved by Conservative MP David Wilshire, which bars local education authorities "promoting homosexuality or publishing material for the promotion of homosexuality".

The clause also says that "a local authority shall not promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship by the publication of such material or otherwise".

Mr Kenneth Baker said on Tuesday that he welcomed the new legislation but stressed that it would not outlaw teaching about AIDS, nor should it prevent any teacher discussing homosexuality "as it arises in great works of literature".

He accepted that the new law was aimed at a small number of Labour councils who have been accused of encouraging the use of pro-homosexual books such as *Jenny lives with Eric and Martin* and *The Milkman's on his way*.

The Government's guidelines on sex education, issued in September, say that pupils should be taught about

Barry Huggill looks at the implications for schools of the Government move to outlaw the promotion of homosexuality by local authorities.

homosexuality but that it should not be presented as an acceptable "norm". DES guidelines do not have the force of law so a consequence of Mr Wilshire's clause will be to transform what were recommendations into legislation.

The Labour authorities under attack, notably Haringey, the Inner London Education Authority and Ealing, have always denied that they actively encourage homosexuality. They claim that homosexuality is a fact of life and should be taught as such.

The leader of the ILEA, Mr Neil Fletcher, said that there was no evidence of any Labour authority promoting homosexuality to schoolchildren. He described the new clause as "crazy and irrelevant".

Mr Nigel Fife, a spokesman for the pressure group Lesbian and Gay Workers in Education, predicted that the legislation would result in "indoctrination by silence".

He said that his group did not advocate homosexual behaviour, did not consider such behaviour "the norm" and believed in teaching about "sensitivity".

New CTC's buildings earmarked for demolition

by Ian Nash

Buildings that were due to be used by the Government's first city technology college are among 170 schools recommended for demolition in a confidential architects' report leaked to the press this week.

Renovation would cost £1.5 million, almost as much as the £1.8 million needed to demolish and rebuild, says Mr Desmond Williams, the architect who inspected the Kingshurst School site in Solihull. "The timber frames of the building will always be open to suspicion".

The suspect buildings were erected in the late 1950s mainly in the Midlands, using the timber-framed Derwent design. The Kingshurst building, over

formerly a girls' school. Another building on the site is of a different design and is unaffected.

Solihull can count itself lucky that it has avoided the fate of the CTC sponsors and the Department of Education and Science will have to foot the bill. Others are less fortunate. In Sheffield, 11 buildings have been propped up with steel supports as an emergency measure pending possible demolition.

Mr Brendan McGuinness, the Kingshurst CTC project director, said he could not comment until he had seen details of the official report. "But it will not affect our immediate plans because we are only taking 180 pupils in the first year. The Kingshurst building, over

Recruitment misses target

The recruitment of business studies teachers continues to lag behind other shortage subjects. Recruitment rose by about a third last year, but fell 22 per cent short of target - already the smallest in the shortage subject area. Maths recruitment reached 86.3 per cent of target, science 102 per cent and craft, design and technology 85.7 per cent. Business studies is the one officially classified shortage subject which does not carry a grant for prospective teachers.

The overall figure for teacher recruitment is up by 13 per cent on last year. Mr Kenneth Baker said there was a total of 19,160 entrants for initial teacher training, an increase of 2,271. Recruitment to primary training exceeded target by 3 per cent and secondary numbers were 14 per cent higher - though still 8 per cent short of target - with 9,056 in training. The Government is contemplating putting business studies on a £1,250 grant list for next year. At present only maths, physics and craft, design technology qualify.

Testing, Testing...

Should children be tested regularly? That's a question being debated at the moment. Meanwhile, teachers are themselves being tested.

In what way are teachers being put to the test? As to their commitment to genuine professionalism.

PAT stands for professionalism. It is dedicated to:

- Creating a detailed professional code to sit beside the teachers' contract
- Establishing a General Teaching Council to give teachers control over entry to and standards within the profession
- Ensuring that teachers are adequately paid without resort to the politics of conflict
- Restoring public respect for the teacher and proper regard for the teacher's contribution to the national good.

If you join PAT now, you may do so at a special subscription rate and you will not make any further payment until 1990...

Full-time teachers and lecturers	£50
Teachers and lecturers in their first three years of service	£25
Part-time teachers and lecturers (half-time or less)	£20

One payment now will see you through to the end of the eighties!

Write for membership details and application form to:

PAT
Dept. EW
Freeport
99 Friar Gate
DERBY DE1 9BR

PLATFORM

NEWS



Inner London boroughs will be able to integrate education with their other services much more successfully once they untie the knot that binds them to the ILEA bureaucracy, argues Rodney Brooke

Partners who are forever out of step

The Inner London Education Authority is unique in this country. Unique, not so much in its size nor yet in its budget, but in being the only directly-elected single service authority.

Escaping the abolition of the London County Council, it survived the loss of its foster mother, the Greater London Council, with whom it shared neither boundaries nor constitution. Its phoenix-like ability to rise from the ashes stems largely from the commitment it has secured from professionals in education. Its size and resources have enabled the ILEA to make a national contribution to education.

Allegations are made that its ability to participate in the great education debate has not been matched by its performance. In the words of the TES Leader (October 16): "At present, most London parents would agree that secondary standards and examination results are far from good enough. In spite of improvements and the well-researched league tables which show the ILEA around the average mark. They would probably endorse the common complaint about the size, remoteness and clumsiness of the bureaucracy."

Despite evidence that small authorities can achieve education standards at least as good as their larger counterparts, there is opposition in the education profession to the break-up of the ILEA. However, local government generalists see the opportunities given by joining education to the services run by the inner London boroughs.

Most local authorities are now corporately managed. Their education officers are as ready as any to appreciate the overall benefits to the community that can result from joint planning. Indeed, the problems of the inner cities can be addressed only by a union of services, by the deployment of all services simultaneously by a body showing corporate objectives.

Westminster's lines are studded with failed attempts to attack problems jointly with the ILEA. Working groups on vandalism (involving com-

munity representatives) led to disappointment at the poor support provided by the ILEA. An officer working party on under-5 provision found that there was little joint work between the city council and the ILEA to the detriment of parents and children in Westminster. There has been lack of progress in discussions on dual-use schemes. The children's library service has not been able to supplement the work of formal education because of the lack of ILEA involvement or information on the ILEA's strategic plans.

It would be quite wrong to suggest that these failures are entirely the fault of the ILEA, or that they arise from obstructiveness by ILEA officials. Indeed relationships are often very good and some spectacular successes in collaboration have been achieved. Sadly these are the exception rather than the rule. The problems arise not from insubordination on the part of the ILEA - or the city council - but rather the sheer problems of persuading two organizations with different objectives to work together to a common end. This problem is accentuated where one authority has a two-tier management structure; a divisional office working to local issues and a county hall bureaucracy attempting to lay down policies for the whole of inner London. It is very difficult for any bureaucracy to create a management system which is sufficiently flexible to respond to the local pressures and needs of an entirely different authority.

Local authorities - including Westminster - are increasingly decentralizing services, giving local managers the flexibility to take decisions in response to demands and needs. This move would match financial decentralization to schools. Community involvement in schools can be made a reality, with co-operation between community associations, estate housing officers, and local businesses.

Pupils can be encouraged to understand or improve their local environment. An outward-looking sense of community can be encouraged by



contact with the local officers of the council so that pupils can appreciate local problems and officers can understand pupil attitudes.

A multi-purpose authority can ensure clarity of objective and a team effort in a quick and effective manner, carrying the message right through the structure of departments and into the schools. Initiatives on drug abuse or vandalism are cases in point. At a practical level, a single controlling body could ensure the best possible use of highly valuable school sites, so as to maximize benefits for everyone in the local community. This can be particu-

'In the inner-city race between education and disaster, education needs all the help it can get'

larly important in smaller estates which lack their own play areas and halls. Co-operation like this can encourage a variety of self-help provision.

Specialist links can also produce great benefits. There can be a better integration of services for disabled children through the local authority's community social workers, occu-

pational therapists and hospital social workers. Intermediate treatment staff can work closely with, offering education provision. Links that they have with the youth service and sports development officers can have great implications for the way juvenile crime is approached. Removal of the boundaries between the present authorities could help greatly to provide improved co-operation over child abuse. Better integration (for example by joint location) for the education welfare service with area social work staff can avoid the dangers of duplication or overlap and ensure the best possible service to the family unit, a crucial key to educational progress.

A link between teachers and a leisure department can help to develop sport for young people and maintain their interest after leaving school. School-leavers often drop out of sports participation, either from lack of opportunity and a lack of confidence in joining a new club or group. Links like this can overcome such problems and greatly enrich young people's future lives.

One major barrier for teachers who try to foster interest in sports is the problem of administrative support. A teacher who has to co-ordinate all the arrangements takes on a very heavy burden. Integration of the education function would allow much of the administrative support to be arranged

by a leisure department.

Joint working between teachers and librarians will enable librarians to be more sensitive to what is needed. School libraries can never match the resources of a large public library and as part of an integrated service would have access to a much wider range of stock and information. Parents wishing to support their children could be directed to books at the appropriate level in the local library where displays of material recommended by teachers could be mounted. Not untypically, Westminster's library service has a team of staff devoted to children's and young people's work, with extensive contacts with schools. As an integrated authority, school librarians would be regarded as part of the educational team and called on for help, advice and support. Schools could be assured of improved access to a wider range of books and related materials.

No local authority service is an island, cut off from the rest of the community. The education service is a part of the main. Integration with other local authority services will improve not only the whole but also the education service in the inner-city race between education and disaster.

Rodney Brooke is chief executive, City of Westminster.

DIARY

Fletcher's mutiny

The Inner London Education Authority's new and challenging leader, Neil Fletcher, could be in hot water again when his colleagues in the People's Party and the teachers' unions get round to reading the current issue of *Charterist* magazine.

In case you haven't heard, Mr Fletcher has been persuaded to rescind his recent conversion to the belief in excellence, and particularly magnet schools, which are a favourite of Mr Kenneth Baker and the right-wing of the Tory Party.

Unfortunately, the editors of *Charterist*, organ of the increasingly self-left Labour Co-ordinating Committee, have failed to take account of the ILEA boss's change of heart.

The latest issue, published after Mr Fletcher returned to the true path of righteousness, quotes him as follows: "There is nothing anti-socialist or anti-communistic about parental choice - indeed there is an urgent need to give 'excellence' the same status and priority we give opportunity."

Just to leave no one in any doubt that magnet schools are ideologically sound has rammed us that the idea was first thought up and developed in the USSR. So that's all right then.

Disarming words

Don't believe all those malicious tales that Mr Baker has his heart set on No 10. He is a very nice man, but he has a few ideas about education.

No doubt all of you who watched him on television on Monday evening, Mrs Corbachov around the Edith Moorhouse junior school are wondering about that little chat they were obviously having. Well I can tell you, he was touting for work.

Raise (first name terms, of course) is a powerful woman and she has ideas for reorganizing Soviet schools. Who better to ask for advice than the leading British exponent of perestroika? I'm afraid that I can't reveal what he told her, official secrets and all that, but I do know that she wants him to visit the Soviet Union to help her sort things out and, much more important, he is very keen to go if his boss will give him time off.

Does he know anything about Soviet education? Quite a lot actually and some of it is fairly very impressive. First of all there is the student selection criteria for the top schools - none of this liberal nonsense about mixed-ability teaching. And then there are the special technology schools - he knows a thing or two about them.

And what's in it for him? Well he wouldn't expect any payment although a seat on the Politburo would be a suitable sign of gratitude. And when could he start? Not before he's sorted out his own experiment in restructuring, but assuming all goes well, he could be available by next autumn. And if it doesn't go well, he could be available much sooner.

Ultra-sound advice

It's a hard life being a Yuppie. Some wealthy couples are reportedly so desperate to get their children into the best public schools that they're actually having ultra-sound scans on their unborn babies to determine their sex, in a bid to beat the long waiting lists.

No advertisement

Prizings at the Derby Evening Telegraph must have unconsciously swallowed some of the anti-teacher vitriol ladled out by less reputable sections of the media. A job advertisement appeared in the paper recently began: "Paraphrasing pre-school support teacher..."

Acronym

The result is a modular curriculum ranging from medieval mythology to 20th-century political poetry. The suggested syllabus is entitled: "The Literature of Wales in Schools."

Inner-city youngsters last week demanded a louder political voice - just as new research highlighted the danger of unsophisticated teenagers being drawn to fascist parties. Report by Ian Nash

Unprepared to be seen but not heard

When 18-year-old Ashley Hammond was detained by police using "stop and search" powers he demanded to know why. In front of witnesses he was told: "Because we are paid to do it."

The officers might have been less zealous had they known Ashley was about to share a conference platform with Mr Peter Winship, their Deputy Assistant Commissioner, to debate problems facing those growing up in the inner cities.

Ashley and five other young people were chosen for the conference, which marked the centenary of the London Federation of Boys' Clubs, because they were considered articulate and responsible enough to help the Government shape its response to inner-city problems.

Ashley called for a higher educational profile to be given to the youth service, with the necessary funds being diverted from the defence budget. He also confessed to supporting the Labour party.

Mr Martin Lewis, conference chairman and newscaster, had difficulty dealing with this. Politics were taboo. "I don't make this party political," he said. "What you mean is the money should come from somewhere - somewhere else."

Ashley and the audience knew exactly what he meant but he did not argue. And Mr Lewis did not presume to intervene when similarly political statements were made by Lady Hooper, education junior minister, and Dr Bill Stubbs, chief executive for the Inner London Education Authority, in defence of their policies.

To cope with authority, the police, unemployment and deprivation, the young people wanted a louder political voice. Mr Winship tried hard to appease Ashley but seemed unable to avoid an authoritarian stance when talking about youth. In so doing, he gave education a gentle knock.

"It may be that parental pressures are lax and schools not as disciplined as they should be. Then, later in life, they come up against a uniformed person who says, 'You can't do that'," he said. Ashley was fortunate in being able to articulate his views. But what about those without his level of political awareness? What of the millions of civic education in English schools there is virtually no understanding of political matters outside party politics.

A report, *What Next?*, published by the Economic and Social Research



Council last week underlines this and shows that political ignorance is driving the very people the conference was trying to help to extremes - notably fascism.

But the changes the conference panel wished to see could rarely be labelled "extreme". Ashley Hammond called for more sensitive policing and 19-year-old Chris Lemaue said youth workers should be trained in counselling.

As the conference progressed there were clear signs that the young people felt marginalized and had expected more than the 30 minutes given to them to express their views.

Eighteen-year-old Lee Ridley said: "It is very interesting sitting here listening to you adults talk. I have heard a lot of talk about the youth service; I have not seen much action."

The ESRC research in the West Midlands showed that with rising unemployment and increasing inner-city deprivation, young whites, while professing to support the Labour Party, increasingly saw repatriation as the answer.

Between 1979 and 1982 the number of 16 to 19-year-olds who thought fascist parties could solve Britain's economic ills rose from just under 7 per cent to 14 per cent. In 1982, 30 per cent expressed fascist sympathies to some extent.

In the same period, with the birth of the Social Democratic Party, support for centre parties rose from 6 per cent to 24 per cent of the age group. But such support was expressed in authoritarian rather than libertarian terms.

As one fifth-form SDP supporter said: "There should be one single party or plan to run the country." Alliance support, therefore, cannot be interpreted as a desire for moderation, says Harry McGurk, Professor of Develop-



Lady Hooper warned of need for more sensitive policing

mental Psychology at Surrey University and author of the report.

Many young people were unable to identify the policies of any party except the National Front's enforced expulsion of non-whites. A substantial number regretted the lack of political education at school since they believed this would have led them to different (less extreme) conclusions.

The current reluctance to introduce political studies into the school curriculum needs to be re-evaluated. The dangers to democracy of ignoring political education are likely to outweigh the controversies which might attend its introduction," said Professor McGurk.

The ESRC report points out that for all the panic about indoctrination in the classroom, when young people expressed a desire for political instruction at school they seldom meant party politics.

Children Against Smoking

The NEW 1988 Colour Calendar by children showing their parodies of cigarette ads.

By popular demand - a big, brand-new calendar for 1988!

A year-long reminder from our children that - despite the manufacturers' slick advertising - there's absolutely no future in cigarette smoking. With 12 large full-colour pages (17" x 12") plus cover, it makes a great gift for home or office. Worth collecting, too, we're printing a limited edition of only 5,000 calendars. Don't miss yours - order NOW!

AT ONLY
£3.50
(inc. p & p)



Please send me an order form for the 1988 Scrambled Ads Calendar to:

Name

Address

Post to: Project Smoke Free, "North Western RHA", Gintway House, Piccadilly South, Manchester M60 7LP or tel: 061-237 2154

Post to: Project Smoke Free, "North Western RHA", Gintway House, Piccadilly South, Manchester M60 7LP or tel: 061-237 2154

Tories accused of neglecting science

by Ian Nash

Leading scientists, industrialists and academics have bitterly attacked the Government for doing too little to modernize the school science curriculum.

Belatedly crucial to Britain's industrial and social well-being are left to languish in the curriculum or merely encouraged as a by-product of the Technical and Vocational Education Initiative, they told 200 teachers and advisers at a biotechnology conference in London.

Biotechnology - the use of living cells in industrial production - is one of four priorities which, on paper at least, the Government says must be encouraged in schools. The others are nuclear energy, robotics and information technology.

Some of the oldest known scientific processes, such as brewing and making bread, are forms of biotechnology. Yet public ignorance is rife and the word conjures up images of genetic engineers and unethical practices, said speakers who accused the Government of encouraging "an anti-scientific culture".

Better public awareness is needed, said Professor Mike Fowler, director of the Wolfson Institute of Biotechnology. "The best catalyst to encourage this is easily Mrs Thatcher please take note."

As one of the new breed of academic industrialists, Professor Fowler epitomizes the co-operation between industry and science. He is keen to foster an

awareness and appreciation of the development and significance of biology in personal, social, economic and technological contexts - a heaven-sent opportunity to establish biotechnology firmly in schools," Mr Dallyell said.

The Government had no excuse for its neglect, since the first major study of the subject four years ago revealed that while teachers knew of its potential economic importance, few had the training, experience or any incentive to give pupils an awareness of biotechnology.

There was no alternative to a considerable in-service training programme, Mr Dallyell said, because most of the subject's teachers are graduates in pure rather than applied biology.

A research project aimed at increasing teachers' awareness of Anglo-Welsh literature and introducing its distinctive poetry and prose into school English curricula has just been completed by the Welsh Office.

Founded by the Welsh Office, it brought together teachers and authors to develop a syllabus featuring Welsh-born writers. English poets with Welsh connections and translations of classic works.

The result is a modular curriculum ranging from medieval mythology to 20th-century political poetry.

The suggested syllabus is entitled: "The Literature of Wales in Schools."

Anglo-Welsh treasures

A research project aimed at increasing teachers' awareness of Anglo-Welsh literature and introducing its distinctive poetry and prose into school English curricula has just been completed by the Welsh Office.

Founded by the Welsh Office, it brought together teachers and authors to develop a syllabus featuring Welsh-born writers. English poets with Welsh connections and translations of classic works.

The result is a modular curriculum ranging from medieval mythology to 20th-century political poetry.

The suggested syllabus is entitled: "The Literature of Wales in Schools."

Teachers not to blame for alleged decline of sport

The physical education teacher has become the scapegoat in a panic over the alleged decline in school sport, a conference was told on Monday.

The school sport debate was a good example of moral panic, Mrs Margaret Talbot, first woman head of the prestigious Carnegie department of Leeds Polytechnic, said in the annual lecture of the Physical Education Association.

"I believe that the PE teacher has been cast as the convenient scapegoat for many of our 'shortcomings'," said Mrs Talbot.

Assertions being made were simply unsupported by facts, said Mrs Talbot. While more PE teachers were questioning the form and practice of interschool competition, participation in a range of physical activities had never been greater, she said.

Household Survey revealed.

Physical education had to respond to a rapidly changing world. "It is unacceptable to continue practices which were seen as desirable in the public schools of the 19th century or even in the grammar schools of the 1960s," said Mrs Talbot.

The school PE world had to realize that it was potentially dangerous to assume that the subject was important only for its contribution to established sports' success.

Moreover, media coverage of established sports was constantly presenting children with images of boorish behaviour as though it were acceptable, said Mrs Talbot. Commentators often explained it as a result of the strain of being a top athlete.

PRIMARY

Sarah Bayliss reports from a conference in Nice on primary innovations in Europe

A classroom on wheels

Cluster arrangements which help small village schools to overcome their isolation are not simply a feature of rural England or highland Scotland.

In the Hautes Alpes region of France, several tiny schools with fewer than 10 children in each are linked by a classroom on wheels, where the driver doubles as a team leader and his companion is a college lecturer offering in-service training.

The scheme, which is especially novel in centralized France, aims to combat the "isolation, routine and cultural impoverishment" of the 220 pupils whose families live on highland farms. Their parents have been en-

listed too; they are paid to teach the children in activities such as music, art or physical education at the most central school in the valley.

The travelling classroom of the Hautes Alpes was recently given national and European recognition when it was nominated as a case study for the Council of Europe's education project - Project 8 - a five-year review of innovations in primary education.

The study, which has roved all over Europe and which was hosted by Britain at a single conference on science in Cambridge last year, culminated last week in a final conference by the French authorities in Nice.



Showing by example: pupils of H K van Duyvenvoorde Basisschool Mateo to tapes prepared by parents and John mixed age classes (right)

Mr Maitland Stobart, deputy director of education, culture and sport at the Council of Europe, opened the conference of about 100 representatives from more than 20 countries - including an observer from Thailand. It was now more important than ever, he said, that policy-makers

should share the initiatives of other countries. Mass unemployment - 19 million unemployed among the council's member states alone - and economic cutbacks meant fewer opportunities for experiment at home.

He also recommended the council's in-service bursary scheme to practising teachers as a way of extending their contacts and experience.

The conference received the draft of a final report which highlighted the common problems of European countries - not simply unemployment and economic decline, but population decline. It said: "Unquestionably, the closing of classes and even of whole schools as a result of this demographic decline is having a highly negative effect on the morale of teachers."

But there were some positive changes, such as the growing involvement of parents in the direct classroom experience of their children.

An original feature of Project 8 was a network of 12 "innovative" schools, including St. Aldan's primary school in Haringey where parental involvement in reading had been successfully developed.

In Holland, the H K van Duyvenvoorde "Basisschool" used an initial-



gamation between infant and junior departments to introduce an integrated day and mixed age groups. Children stayed in each group for an average of 2.6 years.

Mr Ton Doeland, the head said: "This means that every child will, at least three times during his elementary schooling, start in a group as a 'little one' and gradually become one of the 'bigger, more capable ones'."

At the end of the conference, delegates were preoccupied with how the project's findings could be disseminated. Some countries have already organized home-based conferences - although the Department of Education and Science in Britain has not finalized its plans.

Meanwhile, a handbook on European primary education will be published next year in Britain with Professor Maurice Galton of Leicester University, a consultant to the project throughout its five-year life, acting as editor.

HMI's praise Dutch 'basics'

Primary teachers in the Netherlands, where a national curriculum was recently introduced, are required to spend 18 hours a week in non-contact time.

Under a new Primary Education Act, Dutch teachers are obliged to work a minimum 40-hour week, of which 22 hours are devoted to teaching.

The remaining 18 hours must be spent preparing lessons, doing in-service training and developing a "work plan". According to members of HM Inspectorate, who toured Holland's newly-created "basic schools" last year, the legislation has led to more effective planning and better progress among children.

The Inspectorate's report on the visit praises Dutch primary practice and the fact that the national curriculum does not seem to have led to "undue uniformity".

The inspectors were impressed by the importance placed on planning and management as part of teacher education and day-to-day practice. Dutch schools are obliged by law to

draw up work plans every two years detailing curriculum content, teaching arrangements, methods and evaluation procedures.

The English HMI's observed the "crucial importance" of the headteacher. Heads are legally committed to teach for at least part of the week, which leads to devolved management among the rest of the staff.

There is an expectation that schools "should be run democratically" and the HMI's found teachers "were used to being consulted and accepted such discussions as normal".

Children were also being encouraged to listen and speak with confidence. The inspectors saw how children were often organized in a circle or ring where they were drawn into conversation and where, in particular, they discussed what teachers expected of them.

Aspects of Primary Education in the Netherlands, a paper by HMI, is available from HMSO, price £2.50.

SCHOOL TO WORK

Job schemes no salvation for inner-city youngsters

Education offers more hope to youngsters in run-down inner-city districts than schemes to create jobs in their neighbourhoods, according to a new study from the Economic and Social Research Council.

A council research team has discovered that employment does not depend on which part of a city youngsters come from, but on their educational and family backgrounds. Some city districts have higher-than-average levels of youth unemployment because young people living there are more disadvantaged - notably with low qualifications and unemployed parents.

The finding is based on an exhaustive analysis of the employment records of a large number of school-leavers in Scotland's four biggest cities. Its acceptance would have important implications for the Government's plans to revitalize the inner cities and for many established local authority and voluntary agency programmes.

The researchers claim that their study, which takes into account travel-to-work areas, demonstrates that each city functions as a single labour market for all its school-leavers. They believe that relocating employment opportunities within cities has little effect on inequalities between districts - unless, perhaps, firms are required to hire local residents.

While creating more jobs anywhere in a city will benefit all youngsters, it will not do much to reduce inequalities, say the researchers. They argue that the sources of individual disadvantage - youngsters' personal characteristics or the labour market processes which penalize them - need to be tackled, and that education has a central role to play.

Their research shows that:

□ Some localities suffer high levels of unemployment simply because more young people leave education early;

□ The lack of school qualifications was by far the most important disadvantage; and

□ There was some evidence of higher participation and attainment in some inner-city districts, probably reflecting difference in the quality of the schools.

The researchers say that the surveys on which their study is based show that the rise in school-leaver unemployment is not because they look for work in declining industries - as has often been suggested - but because they have lost their share of jobs generally.

And the plight of the unqualified is not primarily due to the emergence of occupations requiring higher qualifications but because employers were more able to pick and choose.

The researchers do not claim that education can provide any easy solution to inequalities within the cities, but insist, nevertheless, that raising levels of participation and attainment could reduce local differences in employment rates.

And they argue that if the Youth Training Scheme is to help, it must enhance the qualifications and employability of young people living in disadvantaged districts, more than it does those of other youngsters.



bleak outlook: many Liverpool youngsters know nothing but economic decline

What it's like to be reared on unemployment

The report on inner-city unemployment is part of a major Economic and Social Research Council programme of research into the economic and political postscript of Britain's 16 to 19-year-olds.

The research has been designed to build up a picture of what happens to young people over 16 in education, at work and at home, and to describe how they perceive the economic and political world about them and their position in it.

The ESRC says "economic and political socialization" is the main theme of the initiative. Pilot studies explore delinquency and alcohol use, ethnic minority experience and the position of young people with special needs. But the core of the programme consists of longitudinal studies by local university teams in four parts of the country.

The studies involve 6,400 youngsters in Kirkcaldy, Sheffield, Liverpool and

Swindon, made up of two cohorts of school-leavers.

The older cohort, now aged 17 to 18 and who left school two years ago, were surveyed last April and will be surveyed again next year and in 1989. The second cohort is this year's 15 to 16-year-old leavers.

From the first survey, the university teams have identified careers points and are beginning to build up a broad picture of economic and political experience and attitudes.

Some young people in each major career category will be interviewed on their educational and occupational histories. Special attention will be given to class and gender differences and their effect in different localities. The studies will involve maintaining

contact with groups for as long as a year, so that the researchers will be able to study peer groups closely in a variety of settings. Each of the four studies has its own approach and priorities. The Liverpool team, which includes psychologists, educationalists and sociologists, will explore the effects of long-term economic decline on a generation which has known nothing else.

The Liverpool study is expected to provide a revealing test of the thesis suggested by other research that most young people do not respond politically to the experience of unemployment. The ESRC thinks that if youngsters in Liverpool - where city politics are a national issue - remain indifferent, young people's apathy will be shown to be very deep-rooted.

The Kirkcaldy study will try to establish what differences Scottish education and other national cultural factors make to the experience and

responses of young people, but will also look closely at the relationships of youngsters to their families. The team is also interested in the effects of major economic change in the area, such as the closure of coal mines and the growth of micro-electronics.

In Sheffield, the researchers will be able to attract a good deal of support and co-operation in exploring the politicization and socialization process.

Impressed by the city's attempts to provide integrated tertiary education and training, the team is heavily weighted with educationalists and will pay particular attention to the role of the education system.

The Swindon study, located in the M4 prosperity corridor, is the only one which will study a generation growing up in an atmosphere of optimism and opportunity.

West Midlands study, page 51

HIGH INTEREST AND FULL BANKING FACILITIES.

HOW DO WE ACCOUNT FOR THAT?

Do you have spare money lying idle in your current account at the end of each month? If you do, you'd be much better off with our BankSave Plus Account which gives you the convenience of a bank current account, and the added benefit of high interest. How? Simple. When you open a BankSave Plus Account with the Alliance & Leicester you get between 4.75% and 6.25% interest depending on your balance with us. You also get immediate access and full banking services through a joint arrangement with the Bank of Scotland which gives you a cheque book and a Bank of Scotland Visa Card which also guarantees your cheques. You'll never have to worry about transferring funds from your account with us to your cheque book account because we do that for you. So the bulk of your money earns interest until it's needed.* If you're smart enough to want the best of both worlds just pop in to your local branch or send in the coupon for more information.

To: Alliance & Leicester Building Society, Freeport, Hove Park, Hove, East Sussex BN3 2ZU.
(No stamp required).
Full Name(s) _____
Address _____
Postcode _____

ALLIANCE + LEICESTER
YOU GET A SMARTER INVESTOR AT THE ALLIANCE & LEICESTER.

*UP TO 6.25% OF YOUR INTEREST WILL BE HELD IN YOUR CHEQUE BOOK ACCOUNT AND FOR EACH INTEREST PAYMENT IS NORMALLY PAID ANNUALLY AND THE RATES MAY VARY. RATES CORRECT AT TIME OF GOING TO PRESS (17.11.87)

NEWS



The much-criticized Education Reform Bill continued to create controversy as it moved into the Committee Stage earlier this week. *TES* staff report

Business studies flagship course could founder

by Sue Surkes

Heads are considering removing a successful business and information studies course from the curriculum to make way for Mr Kenneth Baker's proposals.

They fear there will not be enough room in the timetable for the Business and Information Studies project, a double option, integrated GCSE course, described by HMI as innovative, imaginative and "based on sound educational objectives and principles".

The scheme, which was piloted in Hampshire four years ago, has now been taken up by 1,200 schools in 83 authorities. It occupies about a day a week, and seeks to develop business and economic awareness: confidence with communications, numeracy, personal and social skills; and to allow pupils to apply skills through projects such as market research surveys.

Personal responsibility and decision-making are emphasized. Teachers structure the course but allow pupils to decide their own priorities within it.

HMI, who inspected the project last year, noted in their report that "the response of pupils and teachers alike to the challenges and demands of the course has been excellent. Pupils have developed mature, responsible approaches and their skills in group work, oral communication, decision-making and problem-solving have been enhanced along with their knowledge and understanding of business."

But heads say they will have to work

out how to weave this into the national curriculum. Neither business nor information studies are named in Mr Baker's list of core and foundation subjects, and there will be limited room for manoeuvre in the remaining 30 per cent of the timetable.

Mr Colin Parsons, treasurer of the National Association of Advisers and Inspectors for Business and Economics Education, said this week that most heads saw the course as the likely "way out". But he feared that a "significant number" of heads would be tempted to cut out the BIS project.

Mrs Margaret Threadgold, head of Swanhurst School in Birmingham, said: "We are going to have to consider dropping the BIS project. If the national curriculum goes through and 30 per cent remains, it would not be conducive to a balance curriculum to continue with the BIS double option."

"If I am being totally constrained by the national curriculum, the only thing that will persuade me to keep BIS is if an adequate single subject option is designed and if we can be sure we can include a significant element of business and information studies in years one to three." She added that the project, which had been "tremendously successful" could be dropped from September 1989.

Authorities involved in the project are currently looking at the detail of a single, modular, BIS option. But Mr Peter Lambert, the NAAIBEE President, feared this might be inadequate, given the lack of business and information studies education lower down the school.

Mr Ben Kelsey, national director of the BIS project, wondered whether the intensity of time currently spent was part of the secret of its success. "Once you take something as delicate as a curriculum programme which has worked and then re-design it, there might be something in the design that you miss out."

A campaign has now been launched by the BIS Trust to ensure business education is included in the national curriculum, if possible as a foundation subject. Teachers and parents have been asked to write to the Education Secretary and local MPs.

Mr Kelsey, who has been asked to submit papers on business education to several national curriculum subject working groups, feared that the exclusion of the subject from the list of core and foundation subjects would diminish its importance in the eyes of heads and effect the allocation of funds through education support and in-service training grants.

A DES source reacted with horror to the idea that schools might drop the BIS project. "We would be very disappointed indeed if heads took this rather narrow view of the national curriculum." There would be time for business education if schools wished to offer it, the source said. Furthermore, lots of elements of business education would be "there for the having" in the foundation subjects, especially technology.



Home economics and social education: preparation for adulthood

'Most important' area ignored by proposals

by Sarah Bayliss

A leading children's interest group and its president, a Conservative peer, have strongly criticized the omission of home economics, personal and social studies from the proposed national core curriculum.

Baroness Faithfull, President of the National Children's Bureau, who chairs the All-Party Parliamentary Group on Children, told *The TES* she was "extremely worried" by the Education Reform Bill's failure to include home economics - or what she preferred to call "social and family policy".

Lady Faithfull, who is a Conservative peer and a former director of social services for Oxford city, said: "I

believe we ought to educate our children to be responsible members of a family and of society and I am greatly concerned that this does not feature anywhere in the Bill."

Children needed to learn about nutrition and diet, child-care and health, managing money - including debt - and family relationships. As adults, they would be more than likely to look after themselves and their children but also after the elderly.

If these topics were taught well, schools she believed that society would make "enormous savings" in the health service and in days lost at work. Baroness Faithfull, who was attending the annual general meeting of the National Children's Bureau, said she was also deeply concerned about the effects of the new legislation on children with special needs. In opted-out schools, could such children be referred to local authority psychological services and, if they triumphed, who would look after their welfare?

In his address, Dr Ron Davis, director of the NCIB, said that personal and social studies, including preparation for parenthood, was "arguably the most important subject in terms of the future of our society".

Dr Davis expressed anxiety about the implications of the Government's opting out proposals for disadvantaged children. Would children with learning difficulties be exempt from subjects such as a compulsory foreign language? And if they were, this would "drive a hole" through the special integration expressed in the Education Act. On testing, similar questions arose.

In a response to Mr Baker's proposals to introduce clauses on "extras" in the new Education Reform Bill, the Child Poverty Action Group said the Government was "insidiously eroding" the principle of "free" education.

The Government's consultation document presented a "distorted history" of education since 1944; fees had been introduced "by stealth" in the past and now there was to be a permanent change in the law which would mean that the CPAG said. The proposals would not simply clarify the legal position.

A CPAG spokeswoman said: "The cost of meeting charges is not met by parents. Many parents have to make a choice - children can 'pay' by being kept at home rather than attending particular classes."

The plan for a national system of charges made a mockery of the Secretary of State's claim to be committed to parental choice. It would mean, in fact, choice for those who could afford it.

Full charges are available from CPAG, 4th Floor, 1-5 Bath, London EC4V 9PY, £3 including postage.

R F Mackenzie

Pioneer who kept to his chosen path

One of the last great individualists in Scottish education, Robert Fraser - "R F" - Mackenzie died last week at the age of 77.

He would have appreciated the irony that his passing was announced on the day the death knell was sounded for Summerhill Academy in Aberdeen, the school he presided over for six controversial years until an exasperated education committee sacked him in the spring of 1974.

RF Mackenzie was a man of breathtaking learning who inspired some and infuriated others.

He was not a consensus man, a diplomat or an administrator - a fact which made the Summerhill combustion inevitable. Once 49 of his staff rebelled against his "unusual and particularly permissive philosophy", which promptly inspired counter-charges from 37 other members of staff.

Mackenzie, the first person appointed from outside Aberdeen to head a non-selective school there, was ill-equipped to mend such a breach.

"He proved an almost impossible man to help" was the verdict of Aberdeen's education convener. Or as the *TES* Scotland editorialized at the time: "Even his best friends admit that R F, though one of the nicest men to know, is capable of great indiscretion."

Although he was best known for his Summerhill days, it was as head of the experimental Braehead junior secondary in Buckhaven, Fife, from 1957 to 1968 that he was able to formulate some of his ideas.

A vigorous opponent of corporal punishment and examination systems, he was not able to abolish either at Braehead but he did give full vent to his view that education should be enjoyable, and that the timetable should not tyrannize pupils. He gave a high priority to outdoor education and to interdisciplinary studies, and he also set up a very active parents' council.

Mackenzie is survived by his wife Diana, two sons and a daughter.

Neil Munro



Inflamed some but inspired others

Asbestos hazard may shut school

by Ian Nash

Safety advisers are demanding the closure of the 500-pupil William Penn School in south London for emergency removal of asbestos and want to know why it was not detected during a 1984 survey.

But the Inner London Education Authority says the asbestos - which was used extensively in the building of the boys' secondary school - can be sealed for removal at a later date.

Parts of the school - its computer and science laboratories and the staffroom - are already closed and pupils have been bused to neighbouring schools for almost two weeks now. It will, however, take at least two months to seal the asbestos.

Asbestos hazards in the capital's schools have had a high profile since the ILA agreed one of the most radical renovation programmes, costing £7 million a year. But the problems are national; for example, Essex has spent £5 million on 120 schools, Birmingham's programme cost £225,000 last year and Leeds has closed schools recently.

Independents should obey subject rules

Independent schools should be subject to the proposed national curriculum in exactly the same way as state schools, Mr Jack Straw and Mr Paddy Ashdown told the Education Reform Bill Standing Committee this week.

Mr Straw, for Labour, and Mr Ashdown, for the Liberals, will use the Committee Stage of the Bill in the House of Lords those issues on which they think the Government is vulnerable. They will move amendments in the full knowledge that they will be defeated by the Tory majority, but in the hope that they resurface in the Lords.

Mr Robert Kay (Conservative, Salisbury) and a consultant for the Assistant Masters and Mistresses Association, has also tabled an amendment demanding that the Government provides extra teachers and resources to implement the national curriculum.

A plan to make schools more responsive to parents is published today by Peter Wilby, education editor of *The Independent*, and Philippa Cordingley, assistant chief education officer for Birmingham.

The main points of the "alternative agenda" are:

□ An annually revised statement of learning needs for every pupil. The first statement should be drawn up when the child enters school. Subsequent statements should indicate the child's progress and indicate learning needs.

□ Each local authority to have an independent educational consumer service to which parents could appeal if they were dissatisfied with their child's school or teachers.

How Mr Baker was brought abruptly to heel

by Barry Hugill

The life of a back-bench MP is not a happy one. True, the pay is good (compared to teachers) but the work is tedious, the hours unenviable and the amenities appalling.

There are one or two cheerful souls who make a name for themselves as experts on this or that, but for the majority it is the daily grind of the division lobby and endless correspondence with disgruntled constituents. On balance you are better off sticking with 40.

If the lure of Westminster is too great and you do manage to wangle a seat, but have no aspiration or hope of high office, the trick is to develop a specialism that ensures regular appearances on breakfast TV and in the tabloids (not because MPs are egomaniacs, it's just that publicity goes down well in the constituency).

One such member is Miss Janet Fookes, a Tory MP for Plymouth Drake, passionate defender of animal rights and now chairman of the parliamentary standing committee on the Education Reform Bill.

The most important point to make about Miss Fookes is that everyone likes her, which is saying something when you remember that we are talking about the House of Commons.

As Mr Fookes is well-known. This is because of his outstanding work as president of the Conservative Anti-Hunting Council, former secretary of the Parliamentary Animal Welfare

Committee and one-time chairman of the RSPCA.

She is a former teacher, and one-time chairman of the Expenditure Committee's Education Arts and Home Affairs subcommittee. She served with distinction as vice-chair of the Deserted Families Group in the early 1970s and, more recently, as secretary of the All-Party Mental Health Group. She is a good sort.

She does, however, have a secret wish, albeit not a well-kept one: she wants to be the first woman Speaker of the House of Commons.

Having watched the shambles in the House last week when the Education Bill had its second reading the sooner they give her the job the better.

Here are some examples of her style:

At the start of Tuesday's committee sittings Miss Fookes tells Honourable Members what she expects of them - no shouting, no heckling and, best of all, no long, boring speeches.

Five minutes into the session, Labour's Brian Sedgmore gets into his stride with a good, spirited verbal mugging of the Liberal leader-in-waiting, Paddy Ashdown.

It will not do. The chairwoman rises to her feet and, there is no other way of reporting it, tells Mr Sedgmore to shut up or get out.



Janet Fookes' secret ambition

went on for far too long, she reprimands him. In future members must be brief and to the point, she explains. (Correction - she does not explain, she orders.)

Miss Fookes is a Tory. She has chaired a Labour member and a Liberal. The chair is always impartial, a Conservative miscreant must be found.

She does not have to wait too long. A grey-suited, Brylcreemed gent steals into the committee room while one of his colleagues is orating. "Order, order!" barks Miss Fookes. How dare the MP behave in such a manner, no one, but no one, must walk between the chair and a speaker during a session.

It is a wonderful moment. The MPs to a man (and, Miss Fookes excepted, solitary woman) beam. The Secretary of State humbly apologizes. He who on Monday was slipping Chablis with Gorbals is brought to heel. Barbara Woodhouse couldn't have done it better.

Tory policy threatening long INSET courses

by Sue Surkes

Teachers' unions are alarmed that the result of the Government's Grant-Related In-Service Training (GRIST) arrangements and other policies, members of the National Foundation for Educational Research were warned at their conference last week.

Concentrating on GRIST, Dr Raymond Bolam, director of the National Development Centre for School Management Training in Bristol, explained that a market relationship between local education authorities and higher education course providers had developed following the abolition of the funding "pool" and the 20-day minimum requirement for courses on certain topics.

He said local authorities, intent on making the most of their "severely limited resources", were using their new found freedom to focus on short, often in-house, courses designed to improve performance.

Dr Bolam feared longer courses, aimed at extending teachers' professional knowledge, would go by the board. To illustrate the effects GRIST might already have, he quoted from an unpublished survey carried out by his centre, which asked 38 universities and public sector HE institutions to compare take-up of management courses in 1986 and 1987.

The demand for short courses increased by 23 per cent, the study showed. But it dropped by 67 per cent for one term training opportunity (OTTD) courses designed to teach heads how to train other senior staff; by 52 per cent for one-term followships; and by 10 per cent for 20-day basic courses.

A CPAG spokeswoman said: "The cost of meeting charges is not met by parents. Many parents have to make a choice - children can 'pay' by being kept at home rather than attending particular classes."

The plan for a national system of charges made a mockery of the Secretary of State's claim to be committed to parental choice. It would mean, in fact, choice for those who could afford it.

Full charges are available from CPAG, 4th Floor, 1-5 Bath, London EC4V 9PY, £3 including postage.

In this new 28 minute programme ex-politician and TV presenter Brian Welden asks the questions: Why do we need nuclear power when there are so many other energy sources available? What are the nuclear power stations and 'Do I' benefit from nuclear energy really, or is it just a marketing ploy? The programme examines the whole energy picture, from the nuclear industry in Britain to the energy situation in the rest of the world, and explains how the power works, how it differs from other types of nuclear power station and the role that it will play in the 21st century. The programme is available in detail and in summary.

The new power station now under construction at Sizewell in Suffolk will be the first in Britain to utilise a Pressurised Water Reactor (PWR) for the production of electricity. This new 2300 MW station will produce 10,000 GWh of electricity per year. The programme presents a balanced view of the advantages and disadvantages of nuclear energy in the UK.

TO: CEEB Film & Video Library
Viscom Limited, Park Hall Road Trading Estate,
London SE21 8EL. Tel: 01-761 3035

FILM/VIDEO BOOKING APPLICATION/PURCHASE ORDER

Name & Address _____

Type of Organisation _____

Title required _____

Free loan		Purchase	
Tick format required	Required showdate	Alternative showdate	No. of Videos required
BETA 16mm	U-matic		VHS BETA U-matic

TO BOOK OR PURCHASE THE PROGRAMME PLEASE COMPLETE AND RETURN THE COUPON.

Reform: marks out of a hundred

OPINION POLLS

Jeremy Sutcliffe looks at the messages for Kenneth Baker from recent surveys of public views on education

As everyone knows (or should do) statistics can be made to prove anything. Thus it is with opinion polls. Since the general election the pollsters have told us all sorts of apparently contradictory things about how parents view their children's schooling.

On the one hand for example, Gallup in the *Daily Telegraph* last month told us that nearly eight out of ten parents are happy with their children's education. Other polls echo this high level of satisfaction. Yet a MORI *Reader's Digest* poll in August told us that 62 per cent of parents want to return to a system of grammar schools and secondary moderns.

Similar apparent contradictions occur in the realm of parent choice. The same Gallup poll found that 93 per cent of parents got their children into their first choice school. Yet Gallup also tells us that almost half the same sample of parents (42 per cent) believed they actually had no choice at all because it was decided by the local education authority.

Interpreting opinion polls can be like reading the tea-leaves of a horoscope: you can find anything you want in them and say more or less anything you like. They are, in short, a politi-

cian's dream. But analysis of a number of polls, carried out at different times, for different clients, can help to discover what parents and voters think about schools, standards, and the need (if any) for change.

After jobs and defence, education remains the third most important issue to voters, according to Gallup. The Conservatives and Labour tie with 36 per cent on the question of which party would be most likely to improve standards. The conclusion seems to be that the electorate remains concerned about education, but is confused and divided about what should be done. So what would parents like? As I have already indicated, a large majority (78 per cent satisfied) compares well with that given by parents whose children go to independent schools. A poll by MORI last month for Gabbitts, Truman and Thring, a newly-merged educational trust, found 72 per cent of parents "very satisfied" with independent schools.

But when it comes to standards parents are less happy. Gallup discovered that only 16 per cent of parents thought they had improved, compared with 26 per cent who thought they had deteriorated (47 per cent think there has been no change). More than half (54 per cent) of those who thought standards were falling blamed it on "poorer discipline". This was followed by "government financial squeeze" (47 per cent) and "quality of teachers" (47 per cent). More than a quarter (29 per cent) thought there were "not enough teachers".

There is concern too, behind the crude statistic which shows 93 per cent of parents (Gallup) get the first choice school for their children. A poll for London Weekend Television by the Harris Research Centre, also carried out in November, showed 24 per cent of a sample of 1,143 parents in London and the south-east would like their children to attend a different school. Three in ten Inner-London parents wanted a change.

More worrying, however, is the way the issue of parental choice relates to race. The Harris poll discovered 40 per cent of white parents favour a school mainly of their own race, against 15 per cent of blacks and 19 per cent of Asians.

The position in Inner London, with its emphasis on multi-racial education is more encouraging. Only 22 per cent of white parents would prefer a mainly

white school for their children. In the home counties, more than half expressed this preference.

The Gallup poll of the *Daily Telegraph* uncovers more communal anxiety. Forty-eight per cent of parents disagree with sending their children to a school where more than half the children are of a different ethnic background (45 per cent agreed). But the worst indication of how parental choice could lead to segregation comes in answer to the question: Would you agree or disagree to your child being sent by an I.E.A. to a school of a predominantly different ethnic background? Only 4 per cent agreed, while 88 per cent were against the idea. (See pie chart)

Teachers should have little to fear from parents. Gallup shows a large majority of parents (73 per cent) are against the idea of being given the power to hire and fire teachers.

Parents also think teachers should have a bigger say in the running of schools, and that I.E.A.s should have less. The Government, however, given its plans to tighten its grip on education, should be worried.

While a quarter of parents think Whitehall currently has the greatest say in running the service, only 5 per cent of parents think it should have the greatest say. (See bar charts)

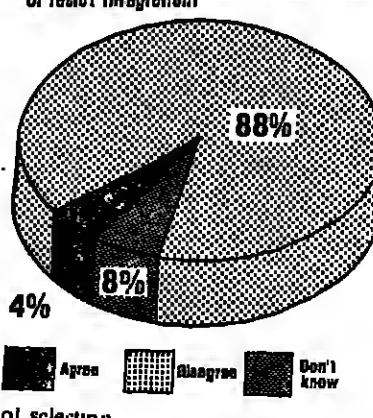
The Government appears to be on safer ground on the issue of the proposed national curriculum. According to Gallup, 65 per cent of parents at the end of October were in favour of the plan.

More intriguing, however, are the results of two MORI polls carried out in June and October, which show support for the national curriculum falling. The question in both cases was: Do you support or oppose a national curriculum? In June 64 per cent were in favour with 12 per cent against. By October only 55 per cent agreed with the plan while 22 per cent disagreed.

Clearly, the publicity given to the proposed national curriculum has not had the positive effect the Government would have wanted. One might have thought compulsory testing at the ages of 7, 11, 14 and 16, might have caused this. But testing is even more popular than the national curriculum, according to Gallup (71 per cent favour national written tests in maths, English and science).

The Government also seems to be tapping into parental desires with its so far unacknowledged, but thinly disguised, plans to bring back some form

of selection. The MORI *Reader's Digest* poll showed 62 per cent of parents in favour of a new system of grammar and secondary modern schools. But only 17 per cent wanted a return of the 11-plus. The other 45 per cent wanted selection to be on the basis of continual assessment rather than exams.



of selection. The MORI *Reader's Digest* poll showed 62 per cent of parents in favour of a new system of grammar and secondary modern schools. But only 17 per cent wanted a return of the 11-plus. The other 45 per cent wanted selection to be on the basis of continual assessment rather than exams.

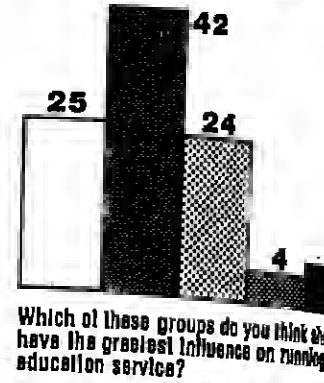
Gallup's October poll also shows a bare majority in favour of a switch from comprehensives to a selective system with the brightest 20 per cent going on to grammar schools (50 per cent for, compared with 43 per cent against).

But the Government may have trouble convincing parents of the merits of opting out. The Gallup poll for October shows a majority of parents (66 per cent) in favour of "leaving the school as it was". Just 21 per cent said they would like to opt out of the I.E.A.

Much appears to depend, however, on the way the question is phrased. When MORI asked, in June, whether parents would simply want to opt out of the I.E.A., only 45 per cent were opposed, while 35 per cent supported the idea. This appears to be much better news for Mrs Thatcher, who would like to see most schools opt out.

The question in its October survey, "If schools do opt out, they - and even those successful schools which choose not to - should have no difficulty in topping up their income from parental contributions. More than half (51 per cent) of parents in the Gallup survey said they believed it was "right" to charge for educational extras, such as field trips, art and craft materials (44 per cent thought it was "wrong"). When asked whether they already

contributed towards equipment, trips or the upkeep of the school, 88 per cent said "yes".



contributed towards equipment, trips or the upkeep of the school, 88 per cent said "yes".

Over the next few months MPs of all parties and more importantly perhaps, the peers in the House of Lords, will be weighing the political implications. Not very surprisingly, they will discover that parents are divided, confused, and perhaps a little bewildered by what is going on in our schools, although there is evidence of general satisfaction with the current system.

The clear message for politicians (one to which Mr Jack Straw no doubt subscribes) is that Mr Kenneth Baker is listening to something like this: standards slipping, tests unpopular, no (or few) uniformed (in some form) as now be inevitable. And, despite the fact that most parents are happy with what they're getting, the very mention of the word "choice" will have them eating out of their hand.

profession had - through long studies and the writing up of case histories, Professor Crystal said. The Americans had been far more successful in ensuring that handicapped children received appropriate education, because children had access to a full education. This was explained by Betty Byers-Brown, a speech therapist who had worked for many years in the States and is an honorary research fellow at the University of Manchester.

Lack of funds is not an excuse in America and parents may sue the school district, the state, and can even go to the Supreme Court if they feel their child is not being given the best possible environment for their education, said Ms Byers-Brown. This did not always mean full integration into ordinary classrooms but it did mean that children were not discriminated against because of their handicap. And it prevented other pressures on the purse-strings from removing resources.

"The American Congress had so strongly backed early intervention of special education for children, with special needs that it is considered throughout American society to be unethical and uneconomic to deny it," she said.

The conference delegates voted in favour of a statement calling upon the Government to review the chaos caused by education authorities recommending provision for children which was then not supplied by health authorities. They also want children's rights to special services assured.

Professor Crystal concluded that the conference was only a first step. Special Children was organizing a parallel meeting in the New Year, and a lobby of Parliament in the spring. He hoped professionals would make sure that parents received the information about the campaign.

Howard Sharron is managing editor of Special Children.

NEWS FOCUS

No bending to allow for the low ceiling

Mr Baker wants to hold the 1988 salary increases down to 4% but the unions have other ideas. Report by Jeremy Sutcliffe

The teachers' unions and local authorities have now completed their submissions to the interim advisory committee, set up in place of the disbanded Burnham Committee to make recommendations on teachers' salaries.

As expected, most of the unions have asked for big increases, but more surprisingly the local authority employers have drawn up a shopping list which could lead to the spread of differential salaries for teachers of shortage subjects and pave the way for regional pay talks.

The employers' main concern is that I.E.A.s should not incur financial penalties in the event of the interim committee recommending an increase above the £300 million pay ceiling (worth an average 4 per cent).

More intriguing, however, is their desire to see more flexibility in pay. They allow I.E.A.s to recruit and retain teachers. Thus, they want to see big increases in the London weighting allowances, a larger number of the £501 "merit" allowances to good classroom teachers, accelerated promotion and discretion to pay teachers more than one incentive allowance.

The employers make no explicit reference to the issue of pay variations as a means of meeting teacher shortages, but are currently investigating the whole issue of regional pay.

One of the main sticking points between the two teachers' unions is the

Pay claim for 1988: How the unions line up	
NUT	16%
NAS/UWT	16%
AMMA	16%
PAT	5%
SHA	20%*
* Heads and deputies only	

employers' wish to retain existing differentials between classroom teachers and heads and deputies.

Five of the six teachers' unions have now made public their 1988 pay claims, with the Secondary Heads' Association easily topping the list of claimants with a request for 20 per cent.

This is the first time the unions have been invited to submit individual claims, and both SHA and the other heads' union, the National Association of Head Teachers, have taken the invitation seriously, hiring consultants to help them make the best case possible.

So far, only SHA has revealed the fruits of this outside help, which takes the form of a glossy submission which runs to more than 60 pages.

Both unions, however, are hoping to capitalize on Mr Kenneth Baker's avowed intention to improve incentives to heads and deputies, who will have to bear the brunt of the Education Secretary's reforms.

The NAIT is expected to reveal its claim next week. Mr David Hart, its general secretary, said the union would be putting a case for increasing differentials between heads, deputies, and the rest of the profession.

SHA does not have the difficulty of having to satisfy members in the primary sector (although it does have a few middle school heads), and has thus announced a claim for an across-the-board increase.

Its submission to the interim advisory committee argues that heads and deputies' salaries should be increased substantially to reflect the growing demands made on them. It also makes clear that 20 per cent is only a start. A further 20 per cent would be needed in future years as the reforms are phased in.

Another important part of SHA's

claim is the demand that deputy heads should be paid at least 80 per cent of heads' salaries - again recognizing the increased role of the deputy.

Despite the invitation to submit claims separately, the three big unions have made a joint submission, calling for an 8 per cent rise in line with the expected increase for other professions, plus a further 8 per cent to help teachers return to the pay level set by the Houghton Award in 1975.

The three unions - the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters and Mistresses Association - claim their submission represents the overwhelming feelings of the profession, accounting as they do for some 80 per cent of teachers.

But they have been angered by the maverick Professional Association of Teachers, which alone among the six unions last week refused to endorse a call for the lifting of the £300 million pay ceiling set by Mr Baker.



A man apart: PAT's Peter Dawson says the other unions' claims are unrealistic.

PAT has taken the unusual step, at least as far as traditional-style pay bargaining is concerned, of asking for a 5 per cent increase for all teachers. This is only marginally above inflation.

Mr Peter Dawson, PAT's general secretary, calculates that by setting what he believes are unrealistic targets, the profession risks alienating the Government and public still further.

Instead, the union wants a 50 per cent increase in the £501 incentive "A" allowance paid to outstanding classroom teachers - and insists there

should be no limit to the number of merit payments to good teachers. This claim would add about 2 per cent to the overall increase PAT is demanding - but only for those teachers who qualify.

What is clear from all the claims is that the interim committee will not be able to accommodate them within the terms of Mr Baker's remit. The committee, which has a March 31 deadline, must therefore make recommendations, which would lead to teachers keeping just about in pace with inflation, but falling once again behind

other professions. If the demands for differential increases which come from the headteachers and PAT are to be met, some classroom teachers may have to settle for less than the rise in living costs.

The alternative, which still seems likely, is that the committee may make additional recommendations outside its remit, saying what it really thinks. This will then put pressure on the Education Secretary to provide extra funds.

One possible outcome, therefore, is that all teachers will be awarded a cost of living rise of about 4 per cent. The committee will recommend more for heads and deputies, as part of a phased increase ready for the introduction of the reforms set out in the Education Bill. It will then be left to Mr Baker to find the extra millions from Government reserves which, conveniently, stand at record levels, and therefore leave ample room for manoeuvre.

The committee will almost certainly discuss teacher shortages, particularly in the London area, but also across the country in certain subjects. Mr Baker is encouraging it to consider meeting these by means of differential pay and regional wage variations. Given the tight financial restriction on its remit, it's quite possible that these issues could also be left to an additional section of recommendations, requiring further additional funding from the Exchequer at some future date.

Speaking up on behalf of those who find it hard

SPECIAL NEEDS

The shortage of therapy for children with language problems is at crisis point. Howard Sharron reports

Children with speech and language problems and children who are clumsy because they have poor sensory integration are often failing at school and being wrongly diagnosed as mentally handicapped or lazy.

Existing therapy resources cannot even provide adequate services for those relatively few children who have been properly identified.

These were among the problems identified at a special crisis conference held to discuss the lack of provision for children with special needs. Delegates supported a call for a national lobby of

Parliament to draw attention to the situation which is destroying children's life chances.

The packed conference, which brought together teachers, speech, occupational and physiotherapists, was organized by *Special Children* magazine after it had received a deluge of letters and letters, from professionals and parents, about appalling shortfalls in service across the country.

Keith Heywood, head of Alderley school for speech and language impaired children - the largest in the country - said the lack of screening and early intervention with children suffering from language handicaps was a national scandal.

In the past few months he had rescued a very bright child who had been wrongly placed in a school for children with Moderate Learning Difficulties because he had an undiagnosed language problem. It was very common to find children who had gone through three or four years of schooling before they came to the attention



Battle for words: children with language difficulties may suffer from a lack of resources.

of a speech therapist who could properly assess them.

Mr Heywood called for screening for children from birth, using measurable "risk factors" which could dispose them to speech or language problems. These included genetic chromosomal problems which affected up to five per cent of children with delayed language development, prenatal illnesses, perinatal problems such as lack of oxygen, and post-natal problems such as encephalitis, infections, non-accidental injury and "social factors".

Once a language handicap had been diagnosed, there was often a two to three year gap before remediation started. This meant that children often became withdrawn or developed behavioural problems. Professionals often seemed to wait until there were really gross signs of a language disability before they acted, Mr Heywood said.

Therapists had to become more scientific - in the same way the medical

profession had - through long studies and the writing up of case histories, Professor Crystal said.

The Americans had been far more successful in ensuring that handicapped children received appropriate education, because children had access to a full education. This was explained by Betty Byers-Brown, a speech therapist who had worked for many years in the States and is an honorary research fellow at the University of Manchester.

Lack of funds is not an excuse in America and parents may sue the school district, the state, and can even go to the Supreme Court if they feel their child is not being given the best possible environment for their education, said Ms Byers-Brown. This did not always mean full integration into ordinary classrooms but it did mean that children were not discriminated against because of their handicap. And it prevented other pressures on the purse-strings from removing resources.

"The American Congress had so strongly backed early intervention of special education for children, with special needs that it is considered throughout American society to be unethical and uneconomic to deny it," she said.

The conference delegates voted in favour of a statement calling upon the Government to review the chaos caused by education authorities recommending provision for children which was then not supplied by health authorities. They also want children's rights to special services assured.

Professor Crystal concluded that the conference was only a first step. Special Children was organizing a parallel meeting in the New Year, and a lobby of Parliament in the spring. He hoped professionals would make sure that parents received the information about the campaign.

Howard Sharron is managing editor of Special Children.

PERSPECTIVES ON THE NATIONAL CURRICULUM

October 1987 £2.00 (post free in the U.K.)

from

Curriculum and Resources Centre,

School of Education, University of Exeter,

Exeter EX1 2LU

Some previous titles in the PERSPECTIVES series:

31. Health and Fitness in the Curriculum

30. Small Schools (Primary)

29. Secondary School Management

28. Philosophy and Education

27. Higher Education Policy

26. Ruskin Plus Ten

A STRONG CASE FOR USING CUB MONITORS AT SCHOOL

Cub monitors have long been firm

favourites in British Schools.

Made by Microvitec, European leaders

in colour monitor technology, each one

incorporates years of experience. Not

only in monitors. But also in schools.

That means they're simple to use.

Reliable in operation.

And solidly constructed (with the

option of a unique, kid-proof metal cabinet

for long classroom life).

Most importantly, they're compatible

with all the major computers used in schools,

including the RML Nimbus® range.

The Cub range includes standard and

medium resolution monitors, plus units

that accept a video signal.

There's also a Touchscreen add on kit

available, opening up computers to even

the youngest child.

All in all, you'll find Cub monitors

hard to beat. And even harder to break.

MICROVITEC

Microvitec PLC, Boiling Road, Bradford, West Yorkshire BD4 7TU. Telephone: (0274) 390011/724500.

*Nimbus is a trade mark of RML (Research Machines Limited).

OVERSEAS

Senate upsets Reagan's plan to cut spending

UNITED STATES

The President wanted to save money but the new Education Bill will spend it. Bill Norris reports

By the overwhelming margin of 97 votes to one, the US Senate has passed a new education bill which will preserve and expand federal programmes until 1993. Together with a similar measure approved by the House of Representatives last spring, this should ensure that the Reagan Administration's plans to cut federal spending on education have finally been laid to rest.

Both Houses have also passed spending measures containing sufficient funds to implement the programmes, so the danger now would appear to be possible implementation of the Gramm-Rudman-Hollings Deficit Reduction Act, which would cut

about 8.9 per cent across the board. But this will only come into play if Congress fails to approve the recent deficit reduction measures agreed between party leaders and the White House.

The Senate Bill authorises \$400 million (£222 million) for a new compensatory education programme for secondary school students, and \$100 million over five years for a "star schools" initiative to support education by satellite. Another \$50 million has been voted for a new drop-out prevention scheme.

Some money under Chapter One, the \$4 billion programme for educationally disadvantaged children, will now be reserved for school systems in high poverty areas. Twenty five per cent of bilingual education funds will be set aside for methods other than native language instruction, compared with the present four per cent.

With such massive majorities in both houses - voting in the House of Representatives was 401 to 1 - President Reagan is unlikely to veto the new



Senate scheme: \$4 billion has been set aside for educationally disadvantaged children

measure. His sole supporter in the Senate was Senator Jesse Helms, an extreme right wing Republican. "I am convinced," said Senator Helms, "that the problems of education in America can be traced to the time that the Federal Government began to intrude in what previously had been purely a function and responsibility of state and local government. I am further convinced that the more our schools rely on so-called federal aid, the worse the problems will become."

Senator Helms' one victory of the day was to add an amendment to the Bill, outlawing dial-a-porn messages over interstate telephone lines. It is doubtful, however, that this well-intentioned protection for tender ears will survive scrutiny by the House. The American Civil Liberties Union has already described it as "patently unconstitutional and ultimately useless". Added on ACLU spokesman: "It merely tries to reduce the entire adult population of America to hearing what is acceptable to children."

Uniformity now suits pupils after a fashion

School uniforms, hitherto limited to parochial schools in America, are beginning to become the fashion in the public school system. In Washington, Baltimore and New York, and soon Philadelphia, an increasing number of elementary schoolchildren are dressing alike - and enjoying it.

The original idea was to rid the children, especially those from poorer families, of the social stigma attached to not having the "right" kind of clothes. Fashion-conscious youngsters in the US have become addicted to designer jeans and fancy sneakers, and failure to keep up with the pack has led to misery and fights. In one incident, a Baltimore high school student was shot and wounded in a dispute over a pair of sunglasses.

Schools that have tried the uniform experiment report complete success. "I see them working harder than ever," said one headmaster. "The uniforms just help the children to feel better about themselves."

The parents approve, too. It costs far less to dress their children in simple uniforms than it did to keep them abreast of the fashion dicta by their peers.

As yet there is no intention to extend the idea to high schools - American teenagers being notoriously resistant to uniformity (although in public they all tend to look alike). The boys' school as the present generation of elementary schoolchildren grow up they will accept uniforms as normal.

The only problem of the school's far has come from the school psychologists. "It's a totalitarian concept," said Irwin Hyman of the National Centre for the Study of Corporal Punishment. "It's another millstone put in the way of making kids behave."

Others, like Professor Howard Slosson of the University of Utah, see the move as an evasion of responsibility by teachers unable to find workable solutions for problems of learning and discipline. "It's patting the child on the back," he said. "Any success it has will die out within a month."

On current evidence, the children of Washington, Baltimore and New York do not seem to see it like that. But then, they are not psychologists.

High scoring averages

Parents of children in American elementary schools can relax when it comes to educational achievement, at least in the conclusion of a nationwide survey, based on the results of commercial standardized tests.

Impossible though it may seem, every one of the 32 states that set unified examinations reported above average scores for virtually every student. Of the 18 states where local districts choose and administer the tests, on the face of it, this is a remarkable success for the reform movement.

But the Friends for Education, a West Virginia watchdog group which conducted the survey, called it a rat. Though West Virginia is not generally regarded as the intellectual centre of the universe, there is a certain native cunning in those mountains. At least, they know the definition of "average".

Questions were asked. It emerged that 1987 students were not being ranked against their contemporaries at all, but against a norm based on the

performance of a small group of children who took the tests about eight years ago.

Dr John Jacob Cannel, who funded the Friends for Education and paid for the survey with \$11,000 of his own money, was outraged. Local education officials, he said, were using the phoney averages to tout the progress of school reform. "They give children, parents, school systems, legislatures and the press, misleading reports on achievement levels," he said. "And if today's students were really better at the tests than those of eight years ago, that might only mean that teachers were tailoring the curriculum to improve the scores."

But worse was to come. The curious West Virginians proceeded to rank their own third-graders against their peers in other states. They found to their dismay that far from being above average their children ranked lost in mathematics. It was small consolation to know that they seem to be in good company.

Where female still means inferior

AUSTRALIA

Schoolgirls suffer from widespread sexual harassment according to recent Government findings. Anne Sueskind reports

Conditions are such as to discourage some girls from regular school attendance.

The report said that although sexual harassment extended to both sexes, girls were the main victims. In some schools, teachers implicitly tolerated the kind of behaviour from which adults had to protect them.

Provincial girls were often allowed to drop out, but they had the same need for a good education as the rest of their age group. If this need were not met a cycle of dependence and poverty would result, the report said.

There was evidence that many parents had different expectations of their sons and daughters: academic and occupational potential, leading to marked differences in the way girls were treated. There was evidence that many girls felt inferior or success in school would require them to suppress or sacrifice aspects of their femininity. This fear militated against intellectual achievement by girls.

The report, which outlines ways to combat these and other problems that girls face, has been welcomed by many women's groups in Australia.

Queensland, which claims that girls

are treated worse than boys, has been a government school where they did not feel discriminated against at school - but all except one said they were not free to express their views on school - but all except one said they were not free to express their views on school.

The girls all felt it was not school, but the outside world that was the problem. Their teachers were not to blame, although perhaps boys got more attention because they were more behaviourally well-mannered. English teacher John said the discussion was Sue Edwards said she saw harassment by boys of girls in class.



Helping hand: most girls say they

OVERSEAS

Heading the retreat into tradition

WEST GERMANY

A controversial social studies experiment faces abolition. Paul Bandelow reports

eroded by its inter-disciplinary approach.

More resonant were charges that the modification of history and geography was aimed at averting young people's ties to parental values and tradition.

The emotive debate dates back to the immediate postwar period. At that time, Hesse was the only federal state to anchor new goals in history teaching in its constitution. It pledged to shift the emphasis away from military chronology towards the development of society, civilization and culture.

Conservatives believe that education has suffered in the intervening years at the hands of left-wing ideologists and Herr Wagner has won plaudits for promising to introduce a "new pedagogical character" with a "clear moral orientation". One proposal is that *Heimatlieder* - songs in

praise of the hometown or homeland - should once again be learned by heart and sung in schools.

One of the first acts of the new coalition was to repeal legislation introducing a two-year non-selective "orientation phase" between primary and secondary schools. Instead, a "School Freedom Act" gave parents the choice of secondary school type, based on teachers' recommendations after four years of primary school.

This policy, however, could conflict with Herr Wagner's defence of "the right of the elite" to receive an education tailored to their needs. Nationwide, the popularity of the *Gymnasium* or grammar school has been growing as parents increasingly see its level equivalent *Abitur* as the best school-leaving qualification for future employment.

By contrast the secondary modern or *Hauptschule* - literally, the "main school" - is now often written-off as the secondary "dumping ground".

Herr Wagner's decision to dismantle social studies is seen by the opposition Social Democrats as a further move to undermine comprehensive school

principles. According to Herr Hartmut Holzapfel, the SPD's schools spokesman in Hesse, the Christian Democrats are intent on "turning back the clock in education by brute force".

Similar accusations have been made in the state of Hamburg, where Social Democrats kept power this year by forming a coalition with the liberal Free Democrats. In September, comprehensive school teachers and pupils demonstrated against coalition plans, which they see as uprooting *Gymnasium* and *Hauptschulen* at the expense of the state's 24 comprehensives.

Moves to bias the curriculum towards the needs of industry and an alleged shift favouring the "socially gifted", at the expense of socially disadvantaged and handicapped children have also been criticized.

In both Hamburg and Hesse progress along the reform path taken in the 1970s has been checked. The accompanying polarization of opinion has thrown into relief the underlying conflict: that of parallel comprehensive and selective systems competing for pupils at a time of falling rolls and retrenchment in public spending.

Student rage finds its voice on the streets

VENEZUELA

Michael Gibson on how a student death has led to the closure of all universities

Student demonstrations have erupted all over Venezuela for the second time this year, following the death of an undergraduate in police hands in Mérida, Venezuela's elite university. Another student was killed during a riot in the western city of Barquisimeto, and seven demonstrators were later wounded by police gunfire in Mérida. One of them is reported to have died.

All universities and higher education centres have been closed, and troops were sent into Mérida on November 28 by the Interior Minister. Crowds of cars and buses, and set fire to official buildings in Caracas, Maracaibo, Maracay, Barquisimeto and even San Fernando de Apure, out on the Orinoco plains, where schoolchildren are reported to have joined in.

The death of a student in similarly distressing circumstances was the cue for several days of rioting in Mérida in March, which caused nearly 22 million worth of damage to property and public buildings before troops were called in to restore order.

There were even more serious outbreaks in July, during which several policemen were shot by unidentified gunmen in Caracas. The Interior Ministry says "professional agitators" have again been in the thick of the rioting, and three policemen were shot by hooded gunmen.

The authorities' desire to blame hidden forces for the disturbances reflects their bewilderment at the violent turn of events.

Successive Venezuelan governments have lavished public money on higher education over the past 30 years, and have set up a Youth Ministry and various drug advisory bodies to cater for the needs of the country's 17 million population. President Jaime Lusinchi's social-democratic administration is seriously worried by Venezuela's growing drug problem, and it is perhaps significant that the student whose death touched off the latest incidents is said by the authorities to have died of a cocaine overdose.

Dispassionate observers are more inclined to point to growing graduate unemployment and a falling inflation rate as the main causes of the student



Beaten down: paramilitary police attack a Nairobi University student during recent riots

Riots close university - again

KENYA

For the 17th time since 1970, the University of Nairobi was closed indefinitely last month following two days of street fighting between students and police reinforced by the paramilitary. Several students and policemen were seriously injured while another 40 students were arrested.

The trouble began when student leaders were arrested for attending a meeting which the police said was illegal. Around 3,000 students marched in protest from their halls of residence towards the main campus. The police intervened but the students fought back with rocks and stones. Several motorists were injured.

The leaders whose arrests precipitated the riots were members of the executive body of the Students Organisation of the University of Nairobi. They had met to discuss the Government's ban on students' travel abroad. Other topics included students' wel-

fare, grants and the right to invite speakers to give public lectures on campus.

During the two days of clashes, the students barricaded roads leading to halls of residence, local and foreign journalists were either intimidated or beaten by police and finally the senate announced the closure of the university.

The university disciplinary committee, formed immediately after the closure, ordered students back to their rural areas and told them to report twice a week to their local chiefs. The committee will review the chiefs' reports before re-admitting the students when the university re-opens.

The Government has just announced that it will consider charging fees for the university. At present students are given free tuition with

Government loans to cover living costs.

President Daniel arap Moi said the Nairobi students had "allied themselves with South Africans in their effort to subjugate African governments" and needed to be disciplined.

For more than a decade, the university has been a hot bed of dissent. It was closed in 1982 for more than a year when the students openly supported the abortive coup by a group of Kenyan Air Force officers.

Wachira Kigotho

Seminar recommends a continental flavouring

EEC

Hilary Steedman on how preoccupations with a colonial past are isolating Britain from her neighbours

Europe should have a more central place in all relevant areas of the school curriculum - not only for the cultural value of its civilization, but also because Europe is offering more jobs and trading opportunities at all levels.

This was one of the themes that emerged from a seminar organized by the British Comparative and International Education Society at Wollaton College, Cambridge on November 28.

Professor Guy Neave, of the London Institute of Education, stressed that the European Commission was fostering co-operation between institutions of higher education as part of a strategy designed to mobilize the continent's human resources. More British universities needed to take a longer-term interest in these policies and to look to European firms for research contracts and to higher education institutions in Europe for collaborative projects.

Professor Nigel Grant from Glasgow University compared trends in the curriculum of the upper secondary school in Eastern and Western Europe, and noted considerable family resemblances, in particular the strength of technical and vocational education and the tendency to include general education alongside. In all these respects, he suggested that Britain needed to be "out of step".

The role that could be played by the media to make Europe an area of more central concern, not only in schools and colleges but also among a wider public, was discussed by Mr David Lee from the IBA and Mr Geoff Sherlock from the BBC.

They said, there was a risk that Europe would be marginalized by Britain's preoccupations with her colonial heritage and with the perceived British need to provide multicultural and Third World studies embracing a huge diversity of issues and populations. Many programmes with a European focus dealt either with the destruction and despair of the war and post-war period, or with Europe as a tourist destination.

It was also noted that language teachers required help to break down British stereotypes of European nations. Mr Robert Blackledge, of the UK Centre for European Education, called for schools of primary level to focus on developing an understanding of contemporary Europe as the basis for more systematic study at later ages.



Vocational skills made top priority by Premier

CHINA

Vocational education for school children and adults is to be given top priority, Zhan Ziyang, the Chinese premier, has announced. Speaking at the 13th national congress of the Chinese Communist Party, he stressed that education was of "fundamental importance" if economic goals are to be met. These include providing a "fairly comfortable life" for China's one billion people by the turn of the century.

Mr Ha Dengchao, vice-president of the State Education Commission, said "drastic reforms" were needed to coordinate the development of education with that of the economy.

Travel

Amsterdam Map

For a free poster map of Amsterdam 42 x 55cm charmingly illustrated by Andriess together with our brochure on individual inclusive holidays in that beautiful city, please write to:

Time Off Ltd., Chester Close, London SW1X 7BQ

Geoffrey Parkin

SKI 1988/1989

At last ... fully supervised, fully inclusive ski courses for schools.

QUEST offers the most complete ski courses available

Mornings: Ski Lessons with fully qualified instructors.

Afternoons: Free skiing periods supervised by our qualified Ski Leaders.

Evenings: A full programme of evening entertainments at no extra cost.

QUEST ski courses are based in reliable high altitude French ski resorts all offering great skiing for all ability levels.

Why not join us in the 1988 ski season and see how much more you can get from your next ski trip.

Telephone now for 'Earlybird' booking offers on 0444-441300

Quest Adventure, Grosvenor Hall, Haywards Heath, West Sussex, RH16 4BX

LETTERS

Reducing agents

Sir - There is a major inaccuracy in John Eggleston's review of my book *Prejudice Reduction and the Schools* (TES, November 20) which is important to correct, if teachers are to be fully aware of the crucial responsibility and potential functions which they can exercise in reducing such socially destructive forms of prejudice as racism, sexism and credism.

Mr Eggleston concludes his review of my book by asserting that the "most fundamental problem... lies in the lack of evidence of the effectiveness of the strategies advocated" and states later "... evidence of achievement in overcoming the problems they (the authors) address remains elusive".

These statements are quite simply incorrect, as anyone who has read my book must realize. Chapter six, for example, is devoted to specific examples of teaching approaches, whose strengths and weaknesses in overcoming prejudice and fostering inter-ethnic co-operation and friendship are described and the research evidence of those strengths and weaknesses cited. The work of Sharan, Stenhouse, Slavin, Crain, Katz (Phyllis) and many others rests on empirical studies carried out in many classrooms and in some cases, non-classroom situations. Evidence of the effectiveness of strategies for prejudice reduction is also cited in other parts of the book.

It is a sad reflection on the parochialism and immaturity of the debate about how education, schools and teachers can and should tackle prejudice and discrimination in our society, that most people do not realize that by adopting deliberate, systematic and longitudinal approaches to reducing prejudice, such as have been tried out and evaluated elsewhere, they can break out of the polemical and nihilistic cycle of the current debate in the United Kingdom.

In that sense, my book is optimistic that teachers can and do make a difference in overcoming prejudice, given accurate advice and support, appropriate training and curricula, teaching materials and structures specifically aimed at prejudices reduction.

Professor JAMES LYNCH
Dean of the Faculty of Education
Sunderland Polytechnic



Conductive education misunderstandings abound

Magyar mistake

Sir - Misinformation abounds in trendy articles on conductive education. Two recent items in *The TES* have added to this quota.

Stanley Segal (October 30) is incorrect in stating that the Pető Institute in Budapest is drawing closer to the Hungarian schools system via training in association with the College of Special Education.

Indeed, the opposite is the case, its new association under the law of 1986 being with the Budapest Pedagogic Institute, an ordinary teacher-training college.

More important for British educators, Robin Buss (November 13) is altogether wrong in confusing conductive education with the "Philadelphia method".

The origins of the work of Domán and Delacato are to be found quite elsewhere than Pető, and both theoretically and in practice the two systems are altogether antithetical.

Readers (and columnists) seeking to clarify their understanding of conductive education are most welcome to enquire further to the foundation. We cannot answer every point but we can at least offer the facts as they are presently known.

ANDREWSUTTON
Director
The Foundation for Conductive Education
University of Birmingham
PO Box 363
Birmingham B15

No explanation offered for exam results discrepancy

Sir - I am writing in response to Mr Billington's letter (*TES*, November 27) in which he expressed a number of doubts about his local examination board's competency and the validity of its results.

My school also took the joint entry GCSE/CE examination this year; instead of our usual 30-plus grade As we received just seven in English. In English Literature, we had 11 instead of a typical 25 or so. What was very noticeable was that we had far more C and D grades than ever before.

I too have asked the board for explanations but have not received replies. Three of the four schools in Grantham who entered these examinations were greatly disturbed at their results and all of us are rightly concerned at the implications for the new GCSE. Parents and pupils are also naturally very anxious yet, as I have said, the board has done nothing to allay fears or restore confidence. Indeed, in one of the late replies, the deputy secretary wrote on August 27: "There is no evidence at the moment that (the board) might have reason to doubt the validity of its results in the two syllabuses concerned. Hence it is unlikely that there will be any general review of the grading decisions in either case."

Without dwelling on the point that the writer seems to be saying that there is little point in our appealing, this reply was written only a few days after the publication of the results. Now there is reason "to doubt the validity" but instead of acknowledging this, the board has become entrenched.

Dickens surely anticipated this board by some 130 years when he wrote that the Circumlocution Office was "wholly right and invariably right" and "mustn't come into the place saying (we) want to know, you know."

I must say that it leaves me, like Stephen Blackpool, feeling that "Aw's a muddle".

Unfortunately, this year hundreds of not thousands of pupils have failed to gain the O level grades which they deserved because their teachers entered them for the joint examination.

The examiner complained that he could find no evidence in the marking of one teacher; his solution to the difficulty was to deduct three-fortieths from all that teacher's folders!

We would support the criticism of the new group's failure to provide paper marks. We were offered the excuse that because the school knew 40 per cent of the marks (from the course work) it need not be told how the candidates fared out of 60. Such an excuse would be laughable if careers were not at stake.

This school has changed to 100 per cent course work in language and literature within two consortia. We hope therefore to be better able to defend our candidates.

That the word "defend" should be necessary is a sad reflection on at least one of the new conglomerates.

R J H JONES
Second master
Aldenhams School
Elstree
Herts.

Mark of failure

Sir - Mr Billington's letter describing Repton School's experience of the English examinations at 16-plus under one of the new examination groups deserves supporting comment.

We found that even to obtain acknowledgement of a complaint was extremely difficult.

This school was not given correct dates for the dispatch of course work for the summer examination and so had to react very hurriedly to the examiner's request for marks. Any final attempt to folders was therefore impossible. The complaint about this was rejected out of hand.

Amazingly, the group also failed to provide information for the November end-of-year exam until a few days beforehand.

There was no printed guidance on whether the 40 per cent course work from the summer could be resubmitted or had to be replaced wholly or in part. The assessment of the summer

work left us in despair. The examiner complained that he could find no evidence in the marking of one teacher; his solution to the difficulty was to deduct three-fortieths from all that teacher's folders!

We would support the criticism of the new group's failure to provide paper marks. We were offered the excuse that because the school knew 40 per cent of the marks (from the course work) it need not be told how the candidates fared out of 60. Such an excuse would be laughable if careers were not at stake.

This school has changed to 100 per cent course work in language and literature within two consortia. We hope therefore to be better able to defend our candidates.

That the word "defend" should be necessary is a sad reflection on at least one of the new conglomerates.

R J H JONES
Second master
Aldenhams School
Elstree
Herts.

Orders, please

Sir - Bert Lodge is wrong in his statement that, "In the case of each of the 2,326 RC schools; the diocesan bishop is the trustee and owns the buildings" ("Churches find no solace", *TES*, November 27).

In the case of those schools run by religious orders, it is the order which is the trustee. (In Liverpool, 7 of the 15 RC high schools are in this position.)

The orders also own the buildings in which they have invested considerable sums, redeveloping and equipping them as schools.

It would seem that Bert Lodge, like Kenneth Baker, has failed to grasp the complexities of the trusteeship issue in the voluntary-aided sector.

P H DOYLE
President
Liverpool Catholic Teachers' Association
10 Dorking Grove
Liverpool

Power promise

Sir - Bert Lodge expresses fears about the power contained in the new Education Bill to vary the trust deeds of church schools.

Section 1 of the 1973 Education Act contains a similar power of variation. When the Bill was before Parliament, Mr Norman St John Stevas (as he then was) gave an undertaking that the power would not be used to alter the religious provisions of trust deeds. Could not history repeat itself?

BASIL THORNE
"Cumbrian"
Waverley Avenue
Fleet
Hampshire

The great dictators

Sir - Your correspondents who criticize Oliver Letwin (*TES*, November 27) must surely be aware that many of their trained brethren with "paper qualifications" are imposters in the classroom. During the sixties I attended a secondary school (now thankfully closed) in which the "teaching", right up to A level, consisted almost solely of dictating notes based on material from long out-of-date textbooks. With the exception of an old chap who taught woodwork (and who could both teach the work and do it), all of the teachers were trained graduates.

One might suppose that any sane and intelligent child would have hated this school, as I hated it, but I do not

remember to have had a single choice in a

pesta ballot to decide whether their child's school will opt out of L.E.A. control. The duration of this choice will be the time taken to make a mark on the ballot paper and after that all other choices will be made by the headteacher and the governors.

A very small number of parents will become governors and this minority may be involved in exercising choice over the preferences expressed by the majority of parents. Actually, anyone who believes that parent governors will have much to do with the implementation of school policy in a privatized education system is a great deal to learn about education.

During the election, Mrs Thatcher let slip that in making choices as to which children to accept into their school, headteachers and governors

will eventually be able to consider the ability of parents to pay fees. The right-wing Hilgate Group, the Adam Smith Institute and the Institute of Economic Affairs, the driving force behind the new reform, want schools to charge fees in addition to the value of a voucher which all parents will receive.

The voucher is intended to cover the whole cost of schooling at the cheapest schools and at the others the voucher (around £1,200 at present cost) will be used as part payment of the fees. The effect, like other privatizations, will be to provide hand-outs for the better off. The less well off will be left with cheap schools and the poor with sink schools.

The 1987 Education Bill merely lays the ground for the future privatization of schools. At the present stage, legislation does not propose to allow an independent comprehensive school to change status and become a fee-paying selective school immediately.

But what would be the point of a school having "independence" if it could not even determine its own entrance policy? The privatized schools Mrs Thatcher envisages will choose pupils in terms of their ability to pass an entrance exam and the ability of parents to pay the fees. Again no choice for parents.

These veiled fears of the Bill in the Commons and the Lords will be voting for the first stage of school privatization and not for parental choice.

Dr JACK DEMARINE
Loughborough University of Technology
Loughborough

by Alan Weeks
Using many illustrations, gives realistic ideas on compilation and presentation.

YOUR CV IN TEACHING
by J. D. Roberts
Detailed analysis of 4 CV's and their supporting letters.

YOUR APPLICATION FOR A TEACHING POST
by J. D. Roberts
Considers letters, forms, testimonials, references, with helpful notes.

YOUR INTERVIEW IN TEACHING
by J. D. Roberts
... useful ... offering comprehensive guidance to candidates for teaching posts." (*Times Educational Supplement*).

YOUR INTERVIEW QUESTIONS
by Oliver Hamilton
Suggests responses to "... a series of questions any applicant for a teaching post is likely to receive." (*Education*).

YOUR PROMOTION IN TEACHING
by Brian Threlfall
Looks carefully at factors likely to affect a teacher's promotion prospects.

YOUR TEACHING APPRAISAL
by Graeme Kent
Examines nature and purpose; gives a self-appraisal questionnaire.

YOUR DISCIPLINE IN SCHOOL
by Richard Farley
... down-to-earth, practical and optimistic." (*AMMA Briefing*).

YOUR HOME SCHOOL LINKS
by John Bastiani
Indicates how relationships between home and school might be improved.

YOUR RETIREMENT FROM TEACHING
by Richard Farley
... lots of good advice ... plenty of thoughtful discussion ... (*TES*).

£1.50 each, UKRPSP post paid, from
NEW EDUCATION PRESS LTD
15 Church Drive, Raynham
Norfolk NG12 5EG

Small schools will suffer if opt-out plan goes through

Sir - The publication of the Education Bill should cause concern in the small school lobby, for it is clear that these schools will be early sufferers if the opt-out proposals are fully and exclusively enacted.

My reasoning is as follows:
□ Schools must satisfy section 37 (5) to be able to opt out. Any maintained school may do so unless it is a primary school with less than 300 on roll.

□ Grant-maintained status will only be sought by schools if it will provide security or additional resources.

□ Such schools will then be more expensive, but though the cash will come from central government, the source of finance will be a straight levy upon the L.E.A. responsible for non-opted out educational provision.

□ Local authority revenue raising powers are unlikely to be increased.

□ With relatively less money, the L.E.A. will be required to make savings. Those savings will be at the expense of

schools that either choose not to opt-out, or cannot do so.

Rural parents, who have always had limited choice, will continue with that disadvantage. They will also suffer a deteriorating service in their small community schools as the inevitable economies bite. Eventually, provision will be so poor that parents and governors will sensibly accept the closure of their schools. These are the very schools that some government supporters have considered to be jewels of the educational system.

Have those who drafted the Bill made an error, or is this a devious plot to help the Government achieve its aims as outlined in *Better Schools* to close small schools? This would certainly show consistency of purpose.

E H LAST
Headmaster
Buckland CE primary school
Faringdon
Oxon

will eventually be able to consider the ability of parents to pay fees. The right-wing Hilgate Group, the Adam Smith Institute and the Institute of Economic Affairs, the driving force behind the new reform, want schools to charge fees in addition to the value of a voucher which all parents will receive.

The voucher is intended to cover the whole cost of schooling at the cheapest schools and at the others the voucher (around £1,200 at present cost) will be used as part payment of the fees. The effect, like other privatizations, will be to provide hand-outs for the better off. The less well off will be left with cheap schools and the poor with sink schools.

The 1987 Education Bill merely lays the ground for the future privatization of schools. At the present stage, legislation does not propose to allow an independent comprehensive school to change status and become a fee-paying selective school immediately.

But what would be the point of a school having "independence" if it could not even determine its own entrance policy? The privatized schools Mrs Thatcher envisages will choose pupils in terms of their ability to pass an entrance exam and the ability of parents to pay the fees. Again no choice for parents.

These veiled fears of the Bill in the Commons and the Lords will be voting for the first stage of school privatization and not for parental choice.

Dr JACK DEMARINE
Loughborough University of Technology
Loughborough

by Alan Weeks
Using many illustrations, gives realistic ideas on compilation and presentation.

YOUR CV IN TEACHING
by J. D. Roberts
Detailed analysis of 4 CV's and their supporting letters.

YOUR APPLICATION FOR A TEACHING POST
by J. D. Roberts
Considers letters, forms, testimonials, references, with helpful notes.

YOUR INTERVIEW IN TEACHING
by J. D. Roberts
... useful ... offering comprehensive guidance to candidates for teaching posts." (*Times Educational Supplement*).

YOUR INTERVIEW QUESTIONS
by Oliver Hamilton
Suggests responses to "... a series of questions any applicant for a teaching post is likely to receive." (*Education*).

YOUR PROMOTION IN TEACHING
by Brian Threlfall
Looks carefully at factors likely to affect a teacher's promotion prospects.

YOUR TEACHING APPRAISAL
by Graeme Kent
Examines nature and purpose; gives a self-appraisal questionnaire.

YOUR DISCIPLINE IN SCHOOL
by Richard Farley
... down-to-earth, practical and optimistic." (*AMMA Briefing*).

YOUR HOME SCHOOL LINKS
by John Bastiani
Indicates how relationships between home and school might be improved.

YOUR RETIREMENT FROM TEACHING
by Richard Farley
... lots of good advice ... plenty of thoughtful discussion ... (*TES*).

£1.50 each, UKRPSP post paid, from
NEW EDUCATION PRESS LTD
15 Church Drive, Raynham
Norfolk NG12 5EG

LETTERS



At risk: opting out proposals may hurt some small schools

Talk of revolution

Sir - On a wet and cold Monday night in November, approximately 300 people assembled in the Lower School, Richmond, to discuss with local authority councillors the proposed greatest revolution in education since 1944.

The consultative documents were presented, summarized into seven pages, and the platform was manned by Mr Donaldson and Mr I Michelson from the education department and county councillors Betsy Hill and John Stew.

In the hall, the majority of people were parents while others represented teachers, school governors and local councillors.

Our presence showed we all agreed education is important, that it is time for some changes, and that we felt the views of the people should be listened to and followed. Our questions showed how little we had been consulted by our county councillors, teachers, school governors or parents.

Many puzzled people queried about: □ testing - what sort of tests, how will they be administered, how will results be used?

□ financing - who will train governors and heads, what will happen to up-to-date schools that fall into debt, how will L.E.A.s manage to sustain small schools and support services when larger schools opt out?

□ curriculum - will the proposals produce a national work-force of robots for the 1990s or self-reliant, imaginative, skilled and adaptable people for the next century?

It seems he can hardly understand the complexity of his own proposals let alone convince us they are superior to the present situation, deliberately under-funded and undermined to allow the Terry's Education Reform Bill to shine.

Thank you for the consultation opportunity. Now listen to us, Mr Baker. Go back to school, open your eyes and your mind. Learn about the value of each human's contribution and the value of money! Give us the latter and together the parents, teachers, governors, clergy and industrialists, represented by our local county councillors can educate our children to the benefit of us all now and in the future.

We have confidence in our professionals, our children and their ability. They need the resources and that is what the Government should provide.

J M JACKSON
6 The Avenue
Richmond
North Yorkshire

Too many queries could only be answered with "the Secretary of State has commissioned a working party to look into this".

At the end of a worrying two hours we had paid no attention to the impact on the most rapid age for learning - the pre-school and primary sectors. Seant attention had been given to the tertiary sector either.

On the basis of these two hours dare Kenneth Baker claim he has the support of the people? Has he the authority to claim he can do better than our L.E.A.?

It seems he can hardly understand the complexity of his own proposals let alone convince us they are superior to the present situation, deliberately under-funded and undermined to allow the Terry's Education Reform Bill to shine.

Thank you for the consultation opportunity. Now listen to us, Mr Baker. Go back to school, open your eyes and your mind. Learn about the value of each human's contribution and the value of money! Give us the latter and together the parents, teachers, governors, clergy and industrialists, represented by our local county councillors can educate our children to the benefit of us all now and in the future.

We have confidence in our professionals, our children and their ability. They need the resources and that is what the Government should provide.

J M JACKSON
6 The Avenue
Richmond
North Yorkshire

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

10 HELPFUL BOOKS
YOUR SCHOOL BROCHURE
by Alan Weeks
Using many illustrations, gives realistic ideas on compilation and presentation.

YOUR CV IN TEACHING
by J. D. Roberts
Detailed analysis of 4 CV's and their supporting letters.

YOUR APPLICATION FOR A TEACHING POST
by J. D. Roberts
Considers letters, forms, testimonials, references, with helpful notes.

YOUR INTERVIEW IN TEACHING
by J. D. Roberts
... useful ... offering comprehensive guidance to candidates for teaching posts." (*Times Educational Supplement*).

YOUR INTERVIEW QUESTIONS
by Oliver Hamilton
Suggests responses to "... a series of questions any applicant for a teaching post is likely to receive." (*Education*).

YOUR PROMOTION IN TEACHING
by Brian Threlfall
Looks carefully at factors likely to affect a teacher's promotion prospects.

YOUR TEACHING APPRAISAL
by Graeme Kent
Examines nature and purpose; gives a self-appraisal questionnaire.

YOUR DISCIPLINE IN SCHOOL
by Richard Farley
... down-to-earth, practical and optimistic." (*AMMA Briefing*).

YOUR HOME SCHOOL LINKS
by John Bastiani
Indicates how relationships between home and school might be improved.

YOUR RETIREMENT FROM TEACHING
by Richard Farley
... lots of good advice ... plenty of thoughtful discussion ... (*TES*).

£1.50 each, UKRPSP post paid, from
NEW EDUCATION PRESS LTD
15 Church Drive, Raynham
Norfolk NG12 5EG

Courses

The Open College
Invitation to tender

The College is considering planning a course aimed at women on the theme *Becoming a Manager*. It is likely that the 30-hour course will consist of several open-learning workbooks, audios, and videos re-edited from 5 television programmes to be broadcast on Channel 4. We would consider tenders from producers/contractors interested in all or discrete parts of the project.

In the first instance we are seeking a two-page general treatment. Shortlisted producers will be invited to prepare a detailed tender for presentation in February 1988.

For further details, write to
Jenny Rogers
Commissioning Editor, The Open College,
101 Wigmore Street, London W1H 8AA

or telephone Kate Wardle-Aldem
on 01-936 8088

Closing date for submission of outlines:
January 4th 1987

GCSE/GCE
New GCSE distance learning courses can ensure a good grade. Excellent GCSE 'O' & 'A' courses also offered.

TOP PLACE YOUR COURSES ADVERTISING PLEASE CONTACT
John Ladbrook on
01-253 3000
EXT 221

Fiona Taplin

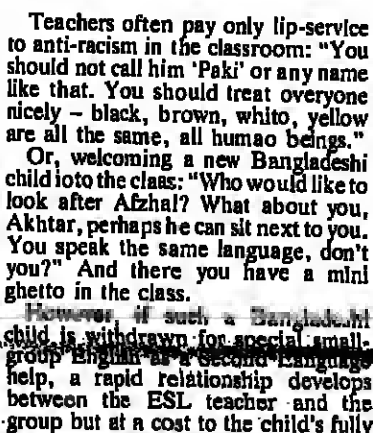
Everywhere, confidence is at a low ebb. The new exams, hurriedly introduced without proper preparation, haven't helped. We know we are doing the best job we can and really doing rather well in the circumstances. The trouble is, no one ever tells us. No wonder anxiety stalks the staffroom. Add to all this the ~~thrashing~~ pupils, and it is often simply the last straw. Pupils, these days, know their rights. They know all about the law on assault, and some delight in goading

Children really do believe that teachers operate in isolation. When confronted by concerted action their resolve often crumbles. Good classroom management is essential, but often it cannot be achieved in isolation. There's more than one way of team-teaching.

Ilona Taplin teaches English and is a head of sixth form.

Some teachers feel that they are doing more than their fair share. On the display board we have writing in different languages. International evenings and special assemblies on festival days are a regular feature. If you talk to the Asian parents or Asian teachers they tell you that at least there is an awakening – there is a significant move towards these ways of combating racism.

Janardan Agrawal



If a child is suffering inside then one of education's main aims - the unimpeded development of a happy and healthy personality - will have been missed, no matter how many A-levels that child may have.

Janardan Agrawal teaches at Newington Green Junior School, London.

COMPUTERS

The trouble with men

Eileen O'Mahoney

This engendered in me great astonishment as;
☐ colleagues had never, so far, been wholeheartedly in favour of taking another staff member's class when cover had been required;
☐ this particular colleague was also prepared to teach one class (his own) as well as my group.

Together, we investigated the problem. Together, we found and corrected the fault. Together, we gained knowledge required for next time. Together, we broke down the notion that one had to find "the expert" (male) and rely on that person to put things right.

apparently relevant and essential information must not be reserved for a select few. The practices need to be constantly appraised and evaluated to encourage new users of computer equipment rather than relying on already experienced users. All the participants learned a lesson that

Eileen O'Malley teaches in a Leicestershire high school

DIY BOOKS

Write on

Alan Clamp

primary school; this has manifested itself in the attention the head has given to curriculum areas. It is very easy for a head to approve an idea in theory to hold forth at a staff meeting but not endorse that idea in practice. The idea of "publishing" children's work is an excellent curriculum improvement. By how does it get that necessary status? It involves a lot of hard work on the part of the child and the teacher and praise is a natural reward. Why not endorse and extend this idea with the head publishing his own work?

Children have illustrated my books as well as their own. The Tale of Two Falls was the visit to an RSPB reserve. Children were fascinated by Remember the Name, Remember the Fifth of November when 'Sli' told about his own bonfire and the treacle toffee that hadn't set. My reply to John was a book entitled Writing (all of five pages). The books are read and re-read. More to the point, they get children to read books and what more produce their own - if they have the status.

Alan Clamp is headteacher of Walsley Bank CP School, Tarnside.

The high road

Peter Cornall finds the Scottish proposals for a national curriculum a striking contrast to the English plans



responsible development in curriculum and assessment which goes back at least to the landmarks of the Munn and Dunlop Reports. In owning such lineage, how strikingly it compares with Mr Baker's brutal irruption into the curricular debate.

At this point, I guess that any Scottish readers would be anxious to state that nothing in their

Do English teachers deserve so much less trust? It is true that "collective levels of attainment" are to be reported to the new Scottish school boards, when established; but that this necessarily means that schools will be compared by their results, has been strongly denied.

'Scottish policy is still consistent with a wholehearted concern to secure better education for every child in every school'

While the proposed Scottish school boards certainly could, in a year or two, become the means by which opted-out schools could be managed, the prospects in Scotland for destroying equality of opportunity through privatization are clearly much less favourable than in parts of England.

Paradoxically, the fact that the Consultative Committee on the Curriculum is already an appointed body probably accounts for its influence, and for the trust extended to it by the SED.

A world separates Malcolm Rifkind's Scottish Education Department (top) and Kenneth Baker's HO (bottom)

The awesome dominance of one professional association of teachers at least creates a balance of forces between employer and employed excluding the technique of "divide and rule" with which the rivalries of English unions continue, astonishingly, to arm their enemies, and the enemies of educational equality. Perhaps the qualities of solidarity and cohesion, within and between the major elements in the educational

Then there is the electoral situation which, as my Scottish friends point out, can be read either way: the Government, it can be argued, has so little support that it has nothing more to lose, as shown in bringing first to Scotland the benefits of rate reform.

On the other hand, the very extent of opposition to the Government in Scotland must give grounds for caution in exacerbating feelings which have a natural focus in the sense of separate nationhood.

The "permeating elements"—process skills and key aspects of personal and social development—are highlighted, in sharp contrast to Mr Baker's scant concern. The problems of cross-curricular themes are openly acknowledged, if not wholly solved.

What would most English schools – and English i.e.a.s. – not give to deal with only two non-competing, cartilaginous bodies; and to be supported by unequivocal Government approval for free-standing modules and short courses as essential components of a abroad and balanced 14-18 curriculum?

The appendices to *Curriculum Design For The Secondary Stages* are alone worth more than an three pages among the thousands I must have read since the HMI's third red book. On these

'In happy Scotland professionalism and experience qualify for respect and honour rather than contempt'

sheets are displayed in summary and diagrammatic form, for ages 13-14, 15-16, 17-18, the eighth grades:

- ☐ Language and communication
- ☐ Mathematical studies and applications
- ☐ Scientific studies and applications
- ☐ Creative and aesthetic activities
- ☐ Technological activities and applications
- ☐ Social and environmental studies
- ☐ Religious and moral education
- ☐ Physical education

These are followed by the:

- ☐ Permeating elements:

- ☐ Minimum or suggested ranges of time
- ☐ Essential contributions in each mode and the
- ☐ Enrichment or elective courses which similarly contribute.

The document is worth obtaining for these three sheets alone, because of the manner in which they immediately display, for even the least experienced curriculum planner or timetable drafter, the relationship between time, curriculum and certification.

We are indeed in a different world than when in the company of Mr Baker and the DES: politico-mythologies are kept in their place; above all, in happy Scotland, professionalism and experience qualify for attention, respect, and even honour rather than barely-concealed contempt.

Peter Cornall leads the advisory service in Cornwall. A two-page TES summary of the Government's curriculum proposals for Scotland is available from our Scottish office, 37 George Street, Edinburgh EH2 2HN price 30 pence.

FEATURES

Opting out? No thanks

Parents welcome national testing but want their own schools to stay in the maintained system, Gary Thomas finds

One part at least of Kenneth Baker's proposals seems to have struck a chord with parents. Most feel that it is a good idea if children are tested regularly. Perhaps this is the just desert for an education system which has for so long excluded parents - the very people who are at the centre of their children's education. For years, parents who wished to become more involved were regarded as interfering, starchy or pushy. They were encouraged to "leave it to us", the professionals. Recently there has been much more talk about partnership with parents in education. But this is now, apparently, to be superseded by parent power in which parents are apparently to have a kind of supervisory, monitoring role.

Du parents want this kind of power? And do the Government's proposals arise out of sensitivity to parents' real dissatisfactions with education?

I confess to being a little confused. On the one hand, parents seem to be much more involved in schools, and schools seem to be much more welcoming to parents than they were only 10 years ago: a survey I recently completed (see last week's TES) showed that parents were working alongside teachers in 86 per cent of primary classrooms in one region of Oxfordshire.

A host of schemes and projects encouraging parental involvement have developed up and down the country. And surveys seem to show that parents are, broadly speaking, satisfied with their own children's education.

On the other hand, there seems to be - if we are to believe the press and politicians - great concern about what is happening in schools generally: hence Mr Baker's Education Bill.

To find out more about parents' attitudes and to throw some light on what has seemed a contradiction, I interviewed 300 parents, mainly from London and the shire counties in the south of England, on parental involvement and some of the proposals in the Bill.

They were first asked, "In general, how do you find your children's school a welcoming place to you as a parent?"

An overwhelming 94 per cent said they did. There was virtually no difference between the



Most parents find schools welcoming but they would like more information about their child's achievements

responses from the parents of children in schools in Greater London and inner London, and those from parents of children in schools in the shires. And parents of children in secondary schools were only slightly less likely to find their children's schools welcoming places (86 per cent against 96 per cent in primary schools).

When asked, "Do you think there should be more, or less, involvement by parents in the running of the school, or are things about right already?" Most (61 per cent) said they were satisfied with the *status quo*, though a sizeable minority (37 per cent) wanted more involvement by parents in the running of the school.

In a subsequent question, "Would you like to be a parent governor?" the same proportion (37 per cent) answered "Yes". Parents of primary age children were more likely to want to be parent governors (44 per cent) than parents of secondary age children (29 per cent).

Among those interested in being governors 26 per cent were strongly against the Government's plans to allow schools to opt out; a much higher percentage than among parents generally. The question asked was: "The Government plans to allow individual schools to opt out of local government control and to be funded directly by the Department of Education and Science. What are your views on this?"

	Parents who want to be governors	Other parents	All parents
Strongly against	26	14	19
Against	12	17	14
No opinion	26	33	30
In favour	34	36	37
Strongly in favour	10	9	10

are your views on this?"

As the percentages in Table 1 show, indifference to the opting-out proposals seemed to be the most popular response from parents, though slightly less likely to find their children's schools welcoming places (86 per cent against 96 per cent in primary schools).

When asked, "Do you think there should be more, or less, involvement by parents in the running of the school, or are things about right already?" Most (61 per cent) said they were satisfied with the *status quo*, though a sizeable minority (37 per cent) wanted more involvement by parents in the running of the school.

In a subsequent question, "Would you like to be a parent governor?" the same proportion (37 per cent) answered "Yes". Parents of primary age children were more likely to want to be parent governors (44 per cent) than parents of secondary age children (29 per cent).

Among those interested in being governors 26 per cent were strongly against the Government's plans to allow schools to opt out; a much higher percentage than among parents generally. The question asked was: "The Government plans to allow individual schools to opt out of local government control and to be funded directly by the Department of Education and Science. What are your views on this?"

Parents living in the shires were much more likely to be in favour of opting out in principle than those living in London boroughs; 40 per cent of shire parents were in favour or strongly in favour, compared with 30 per cent in London.

Once again, however, that difference disappeared when parents were asked to consider their own schools: 55 per cent of shire county parents were against their school opting out, 23 per cent for.

In London the figures were 40 and 21 per cent.

Don't know in the city were about 40 per cent on both the principle and practice of opting out, largely, it seemed to the interviewer, because they were not familiar with the idea rather than because they could not make up their minds.

There was little doubt about parents' attitudes to testing, however. They were asked: "The Government plans to test children in basic subjects at 7, 11, 14 and 16. What are your views on this?"

Nearly three quarters (70 per cent) were in favour or strongly in favour, a quarter were against or strongly against. But, as Table 2 shows, there was less certainty about tests at the age of seven.

	At 7	At 11	At 14	At 16
Strongly in favour	25	11	7	4
In favour	23	12	11	6
No opinion	6	4	4	4
Against	21	38	36	38
Strongly against	25	25	41	48

This survey, then, suggests that opting out will be a successful option only in schools where there is vigorous lobbying for a specific and clearly understood reason for it.

While attitudes on testing seem to be fairly clear cut, most parents feel welcome at their child's school, and most seem to be satisfied with it. The message seems to be that continuing and better parental involvement is necessary, in order to communicate even more effectively what we are trying to do in today's schools.

Gary Thomas is a senior lecturer at City Polytechnic at present on secondment as staff tutor to the educational psychologists in two London boroughs.

Fact is a four-letter word

by Hilary Moriarty

Is it my imagination, or is there a controversy raging over the teaching of facts? Do I hear rumours that the "proper" tests at particular ages will tie teachers and pupils to the teaching and learning of facts - of dubious merit - at the expense of the wider "education" of the young mind?

I thought that's what I was hearing. Does that mean then that by definition "education" is not about facts; their promulgation; on the one hand and their learning on the other?

Gosh, I must admit that, as an English teacher, one of the reasons I always rather envied teachers of most other subjects was that they had a "something" to teach, consisting of things, facts, which at the start of the term their pupils did not know, and, if they were lucky, at the end of the term they did. They could hold legitimate tests to ascertain that "learning" had gone on.

It looked as if it made life - well, perhaps not easy, teaching is never that - but at least clear-cut. Aims and objectives in such a subject, I used to think, must be the clearest for being at least held in common. "I am here to learn to do a frog, and you are here to teach me," so to speak, and actually try to teach the pupils to master them.

Certainly, I'm sure the reason so many English departments have aims and objectives with apostrophes, paragraphing and opelling elevated to high status is that at least you could grab these "things", so to speak, and actually try to teach the pupils to master them.

By contrast, teaching a child - or children in batches of thirty - to "understand", as in the

comprehension questions which are still a major part of GCSE papers, was a much more nebulous affair. And frequently even those scoring five out of twenty for a comprehension exercise would not admit to not having understood.

There is often a lack of agreement on common ground between teacher and taught, which is not the case, say, if the teacher does know all about the Indian Mutiny, and the class does not. Many of the English teacher berate with, "But that's only your opinion, Miss, and I think my answer is just as good. And so does my Dad."

Appreciation, as in literature, is even worse. There are those children who will never "appreciate" a novel or poetry as well as others. O level English literature questions long recognized this, and CSE questions even more clearly did so - by the structuring of questions so that the facts came first ("Recount the scene in which...") "Give an account of..." and the appreciation second ("How far do you think...") "In what ways would you say the author..."

In these papers, and perhaps even more now in the stepped questions of the GCSE papers, which offer the candidate both the target and the ladder with which to reach it. ("Answer the following

question, with reference to these specific scenes...") there was a tacit assumption that only the most sophisticated candidates would or could aspire to criticism or appreciation.

A glance at a full batch of, say, CSE literature papers would convince you of the difficulties of teaching even the facts about a book to an English teacher. ("Mr. Hobson has a dream in which he is a...") let alone educating such a class into the wonders of the wide world of literature.

I'm beginning to realize that "fact" is assuming the status of the new four-letter taboo word. Method is more important: teach them how to acquire, how to be curious, how to find out when they need to know. What use is it to them to know facts, of which they cannot see the application or purpose? 1066 and all that - we seem to be saying - who needs it? Let's teach them instead to weigh the evidence, sift the facts and judge for themselves - whole.

I have my reservations. For a start, I wonder if the teachers who for years did not manage to teach the facts - for whatever reason - will be better able to teach these more ephemeral and indefinable skills and qualities of mind and

intellect. Then I wonder if the youngsters who could not grasp the facts - again, for whatever reason - will be any better able to cope with what are, surely, avowedly higher-order skills.

And last, I cannot be the only parent who feels that some things, facts, do have to be learned, to the numbers up to twenty in French needs to be learned, and teaching her to find her way round a phrase book as she stands in the French market place, is no substitute. When a mechanic investigates the clunking noise my car makes, I want him to know where to look, not just exercise his curiosity about it. Why should we demand that youngsters re-invent the wheel every time they go into a classroom - what is so wrong about learning what generations before them already know?

A friend told, with appropriately yobbish accents, a lovely story about travelling on a train which was invaded at a station near London by a group of yobbish youths. One of the "Eras" there ever a Queen Elizabeth the First? Answered, "Yeah, course there was, otherwise we wouldn't have a Queen Elizabeth the Second, would we? Dumbo?" And a third pitched in, "Yeah, course there was one, but it was before the war."

When the friend who witnessed this conversation told the story recently, three of his appreciative audience were teachers. And one of them laughed.

FEATURES



Inquiring within: the governors' steering committee including Arthur Capstick, acting head (far right) and Cynthia Thompson (centre) chairman of governors

Outsiders looking in

A governing body's search for the common goals of schooling has forged a new sense of partnership, Paul Harrison reports

The governors of The Lakes school, Windermere, are a keen lot. Not for them the normal termly meeting. They have at least two. And they aren't rammy-rammy, two-or-three-hour affairs either: the meetings at this smallish Lakeland comprehensive are often five-hour marathons - no doubt sustained on the local Kendal Mint Cake.

Not that the school has any more problems than any other - probably less - it's just that they take their job very seriously. Now the governors have just completed an 18-month commission of inquiry.

It all started in March 1985, during the teachers' strike. The governors came to a national, headline-making no-strike agreement with the teachers while they looked into the teachers' case.

They held public meetings, meetings with union representatives at all levels and even with Government representatives. Acting head-teacher, Arthur Capstick said: "In the early stages they believed that they could be influential - almost at a national level - such was their forthrightness."

The concordat eventually broke down. Apart from sympathy for the teachers' case, the governors were left with an awareness of the chronic under-resourcing of schools and more significantly, of how little they know of their own school and of education in general.

So, in November 1985, the then chairman of governors, Leonard Hayton, wrote to all the other governors outlining his plans for a commission of inquiry "to discover what is needed from education in our area and to discover what is needed to provide that education in terms of money, resources and expertise."

"Commission of Inquiry? Now that could be like poking your head into a hornet's nest - and it would be a brave head who would agree to that. But knowing that this was a genuine fact-finding mission from supportive and interested governors, headteacher David Tipping was in full agreement. (Subsequently David Tipping was seconded for two years - nothing to do with the inquiry - and Arthur Capstick, who also wholeheartedly supports the inquiry, became acting head.)

In May 1986 the commission got under way. A steering committee was formed, and separate subcommittees, with wide powers of co-optation, were to investigate teachers, pupils, parents, employers, the curriculum, finance, buildings and communication.

Local adviser Rod Champion, who was co-opted by the "teachers' subcommittee, described the authority's reaction at this stage as "enthusiastically supportive because it was a new thing and there appeared to be possible dangers."

Early anticipation of the statutory requirement to disclose finances and partly because it is sometimes the way of committees, the finance committee "faded away". Buildings and communications were taken over by The Lakes School Association which has close links with the governing body and was already involved with both these issues. And communications became the concern of all the other subcommittees anyway.

The curriculum group attached itself to an existing staff working party involved with curriculum planning and timetabling. The remaining

groups set about producing questionnaires.

The 55-item pupil questionnaire was sprung without notice on all the children one morning. Questions ranged from the objective: "How far do you have to travel to school?" to the subjective: "What things do you most dislike about school?"

The parents' questionnaire was concerned mainly with opinions on old chestnuts like school uniform, homework and discipline, and also on contemporary issues such as competitiveness in sport, the vocational day and the GCSE.

More than 100 employers from local industries (which are predominantly light, service or tourist) were invited to an "Education for Employment" meeting when every department of the school put on a display of work and employers were invited to complete questionnaires about their requirements of school-leavers.

The teachers' questionnaire was an adaptation of the Schools' Council GRIDS (Guidelines for Review and Internal Development in Schools), which elicits opinions about strengths and weaknesses of a school. The adaptation included questions about job-satisfaction, how the school could help with career prospects, and opinions on staff appraisal.

But wouldn't such an inquiry risk provoking anxiety and stirring up otherwise calm waters of The Lakes? "That was a concern which I felt," said Arthur Capstick. "The very name inquiry is an unfortunate title because it looks as if there is something that needs to be unearthed. We needed as far as possible to explain to the community why we were doing it and what the background was."

And they did this with a press release and a letter accompanying the parents' questionnaire emphasizing the governors' satisfaction with the school but expressing their need for information.

People welcomed the opportunity to have their views expressed. Several parents said that it was about time this sort of thing was done. Sixth-former Mark Benson said his parents' reaction was: "Brilliant. Now we can really tell them what we think."

And the pupils were enthusiastic about the whole idea of being able to express opinions anonymously, and that every pupil's opinion would have equal weighting. Said Mark Benson: "You know what you said would have an effect. It wasn't just you at a meeting or talking to a tutor."

Third-former David Smithurst already reckoned: "You knew they were going to take some notice of the questionnaires or they wouldn't have taken the time and trouble to get it together."

Arthur Capstick spoke of the staff questionnaire: "There was a fair amount of disillusionment nationally as well as here with staff feeling that they wanted to state a case and have their views heard but not having had the opportunity for that to happen effectively before because of the dispute. They saw this as a good opportunity."

"When we got the first batch of questionnaires back," said Jenny Borer, "we looked at them with fear and trepidation. What were we going to find out from this lot? They need not have worried. As results were analysed," said Jenny, "your heart lifted as you realized that more things were right than wrong."

Questionnaire analysis was a mammoth task particularly when questions had been qualitative and open-ended. And some questions, with hindsight, appeared ambiguous or leading, rendering interpretation of the answers difficult.

"Some children had a high old time with individual teachers' names," said Jenny Borer. "We had to be very circumspect." One teacher insisted on obliterating all personal references before handing the completed pupil questionnaires over.

Analysis of the pupils' questionnaire showed general support for the *status quo*. "No great mass revolt against any area of the school," according to Cynthia Thompson, chairman of governors. "We had to be very circumspect." One teacher insisted on obliterating all personal references before handing the completed pupil questionnaires over.

Analysis of the pupils' questionnaire showed general support for the *status quo*. "No great mass revolt against any area of the school," according to Cynthia Thompson, chairman of governors. "We had to be very circumspect." One teacher insisted on obliterating all personal references before handing the completed pupil questionnaires over.

Third-years, predictably, thought discipline was too strict; sixth-formers, who are partially responsible for disciplining the latter, thought that it was too lax. Similarly, third-formers thought they had too much homework; sixth-formers thought it about right.

On the whole, they liked assemblies, particularly those led by pupils. They thought the most important part of an assembly was the notices.

The parents' questionnaire, which attracted responses from half those canvassed, threw up no surprises either. Most thought the emphasis on school uniform was about right, but a substantial minority wanted more.

Many wanted a public awards ceremony; 92 per cent thought competitiveness in academic achievement should be encouraged. "That upset me rather," said Cynthia Thompson who believes that "children should be encouraged to compete with themselves and not their neighbours."

An overwhelming majority of parents felt they were encouraged to approach the head or staff about problems relating to their children's schooling. And most pleasing to all the governors was that more than 90 per cent of the parents felt that their children were happy at school.

The response to the employers' questionnaire was a disappointing 21 per cent. But it did produce some surprising results. For example, when asked for the qualities they wanted in new employees, "good at working as part of a team" was ranked top, whereas the expected "accustomed to discipline" was ranked bottom. And they favoured a wide curriculum and employees with a broad range of knowledge.

Among the staff, 88 per cent completed a questionnaire. Areas that were felt to be strengths or weaknesses or in need of review included timetabling and the curriculum, management and decision-making procedures, resources and equipment, links with primary schools and support received from parents and governors.

Most members of staff were in favour of appraisal. And the majority indicated a worthwhile degree of job satisfaction. Although the governors are now in the process of disseminating analyses of the questionnaires to all interested parties, action has already been effected.

Many of the changes now taking place in the school would have happened anyway. But, said Arthur Capstick: "The inquiry has brought certain issues into focus and given them an added urgency."

Actions which are a direct result of the inquiry include the creation of a new code of conduct for children. Not that their conduct was bad, but things needed to be clarified. Open-style management has been introduced where possible, and the emphasis in careers education is changing.

And the culmination of the curriculum committee's work will be a series of booklets for parents containing formal statements of aims, content, teaching method and mode of assessment of each department for each year group.

An informal awards/open evening has been introduced as a compromise for the parents' desire for a public awards ceremony. But what about the parents' expressed wish for more academic competition, I asked Cynthia Thompson. With a wry smile she said: "When I give that result I shall deliver a little homily first."

A great sense of pride radiates from everyone involved in the inquiry. All agree that it has all been worthwhile for the debate it has engendered, the insight into school life it has given governors, and the ability it has given them to support the school and argue the school's case from a sound factual base.

It has integrated governors into the school. Cynthia Thompson said: "If I walked into the staffroom previously, I felt like an outsider looking in. Now I feel part of the establishment."

And teacher Lola Hanson said: "I know now that I can go to any of the governors and talk because they are now educated and there is that trust. In the past I've had to explain what I was talking about."

But most of all it has brought the whole school together. As Cynthia Thompson says in her report on the inquiry: "It is easier now for each group to see the others as well intentioned partners working towards the common goal of good education, even where differences of opinion inevitably remain as to what this is or how it should be organized."

Review

Losing on points

Nineteenth-century ballerinas were frequently burnt alive onstage. Today's hazards are more subtle. Julia Pascal investigates

Ballet's popularity has never been higher. As usual this Christmas, little girls (and boys) will be treated to their first vision of the London Festival Ballet's *The Nutcracker* or the Royal Ballet's *Cinderella*. Although ballet classes are popular, most children drop out with adolescence and, for those who pursue a ballet career, only a tiny percentage will "make it". Apart from its hugely competitive element, there is an increasing problem of injury. Injury is a constant fear; it is also one of the most contentious issues in the dance world.

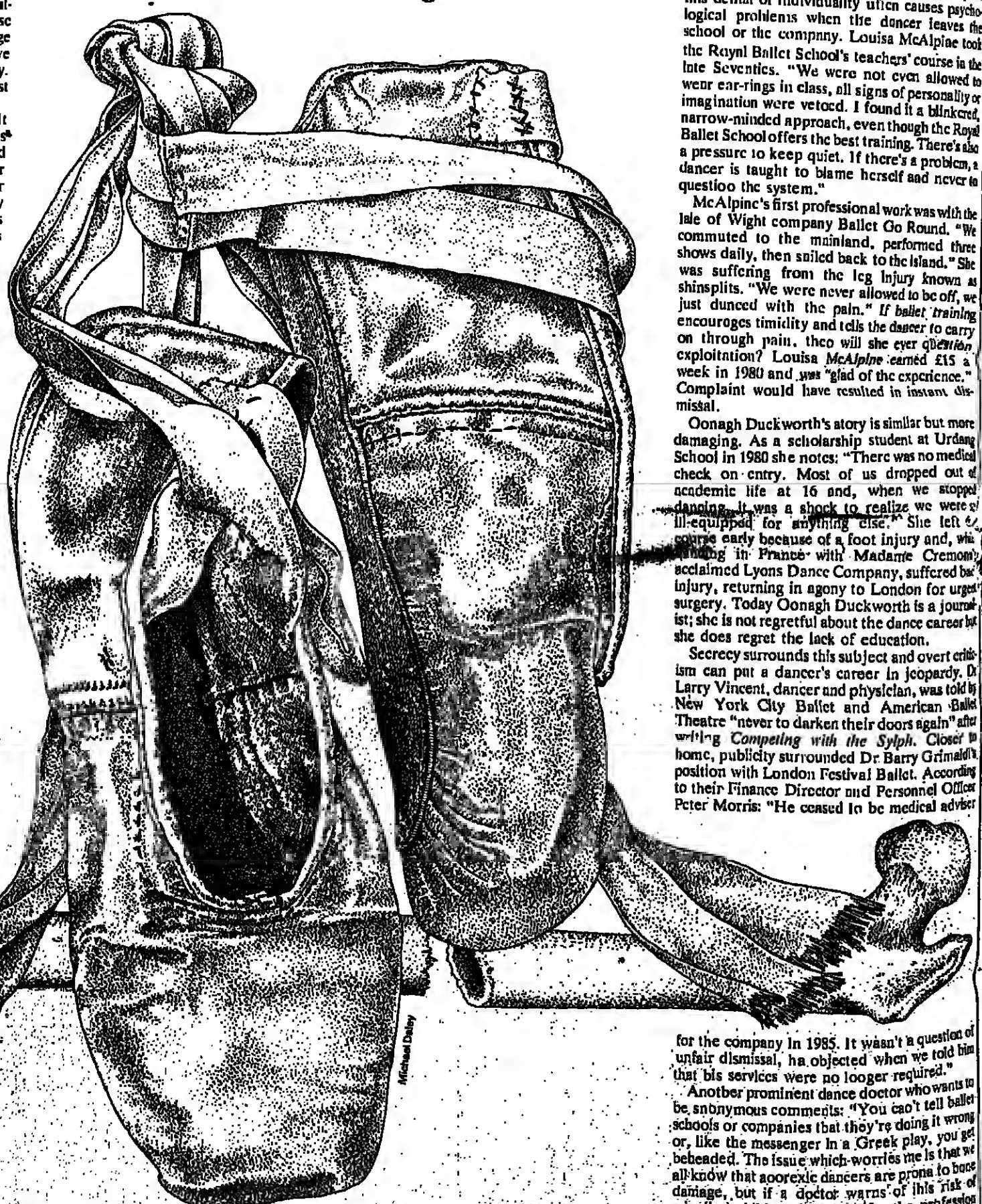
Classical ballet is an artificial discipline. It forces the body into unnatural turn-out; it obliges women to balance their weight on their toes and trains men to double as athletes, carrying their eight-stone partners mid-air and dizziling their audience with bravura jumps. Nineteenth-century ballerinas were frequently burnt alive onstage as gas lamps caught their filmy costumes. Today's hazards are more subtle.

Over the past two years *The Dancing Times* has been running regular injury features. Anorexia nervosa is one of the most frequently expressed worries; even *The Lancet* has been researching this troublesome area. The aesthetic demand for thin ballerinas has never been greater.

As classical ballet moves away from the tutu and towards a sleek, gymnastic, lycra appearance, every spare pound is visible. Here is the contradiction. A dancer needs enormous energy reserves to accommodate the gruelling régime of training, rehearsal and performance — especially touring. Naturally she must eat well (men rarely suffer this weight problem) but weight tends to settle on the average grown female around the hips, thighs and stomach. To most women, this is no great worry, but to the competitive dancer, it can mean the difference between star casting and remaining in the corps.

But the dilemma is not faced in dance schools: in fact it is rarely discussed. Surprisingly, there is no nutritionist at the Royal Ballet School. One former student told me of intense peer group pressure: "Other dancers would sit at your canteen table and encourage you to eat. You realized that their interest was not exactly benevolent." Often the ballet student diets in order to achieve "the right shape". It's not just a female neurosis but a true reading of the career situation.

Anorexia does occur, often coupled with bulimia. The anorexia/bulimic cycle can, according to Dr Pearson of St Bartholomew's, "cause severe hormonal problems. It can also lead to bone thinning in later life". Gelsey Kirkland



remembers George Balanchine telling her he wanted "to see her bones". Choreographers' demands are in complete opposition to medical advice. In between is the dancer.

Touling is also a major problem. Arts funding cutbacks mean a punishing schedule usually of eight performances a week, often on unsuitable floors. The ballet company visiting an old people's home, school or community centre may bring unexpected pleasure to the audience, but concrete or unpolished floors increase the dancers' chance of fracture. Injuries are often associated with fatigue; the body needs time to repair itself. Long journeys, no understudies, poor conditions and late food all contribute to damage.

The most common injuries are degeneration of the knee (caused by forcing the turn out), hip injury, tendinitis, stress fractures and arthritis of the big toe. There is also evidence of early hip replacement being carried out on 40-year-old dancers. As ballet becomes more athletic, the increased physical demands breaks the boundaries of choreography. British ballet is looking seriously over both shoulders. Russian trained dancers are far more athletic technicians and their teaching methods are jealously guarded. Unlike British children, who arrive at the Royal Ballet

School with differing levels of ability, Russian children are selected from all over the USSR and trained together. Consequently no bad habits are learnt in local schools and a rigorous standard can be inaugurated much earlier.

In America, Bolanchine-trained dancers also outmatch Royal Ballet technique. British ballet is beginning to look stale, the glow of the Pantomime Nureyev years has long faded. Is there something basically wrong with British training? The Royal Ballet School discourages journalistic probing. Former Royal Ballet ballerina Brenda Leat, who has been a dancer since she was 10, observes: "The pressure is huge on ballet students attending prestigious schools. A child knows that every turn they could be thrown out of, for example, their ear lobes are too long. A dancer's life is short. When a doctor or lawyer peaks at around 40, a dancer's life is over. There's no

financial security. If you're injured or past it, there's no pension. You are thrown on the dustheap. You've had very little academic education and it's hard to get back to books at 40."

Brenda Leat is a former director of Norwegian Ballet and a highly respected ballet teacher. When she stopped dancing she extended her career opportunities. But she is an exception. In her opinion, lack of counselling is a contributory factor in physical and psychological injury. "We have a counsellor at the London Contemporary Dance School, but I wish we'd had one at the Royal Ballet. I think a counsellor can fit the role of mother/teacher. She can make sure the student really does want to make a ballet career. Sometimes anorexia is an unconscious protest against being forced into the poisonous ballet

A frequently-voiced criticism of Royal Ballet School training is its stress on uniformity. The suppression of the personality is encouraged to create a disciplined corps de ballet member, but this denial of individuality often causes psychological problems when the dancer leaves the school or the company. Louise McAlpine took the Royal Ballet School's teachers' course in the late Seventies. "We were not even allowed to wear ear-rings in class, all signs of personality or imagination were vetoed. I found it a blanketed, narrow-minded approach, even though the Royal Ballet School offers the best training. There's also a pressure to keep quiet. If there's a problem, a dancer is taught to blame herself and never to question the system."

McAlpine's first professional work was with the Isle of Wight company Ballet Go Round. "We commuted to the mainland, performed three shows daily, then sailed back to the island." She was suffering from the leg injury known as shin splints. "We were never allowed to be off, we just danced with the pain." If ballet training encourages timidity and tells the dancer to carry on through pain, then will she ever question exploitation? Louise McAlpine earned £15 a week in 1980 and was "glad of the experience." Complaint would have resulted in instant dismissal.

Oonagh Duckworth's story is similar but more damaging. As a scholarship student at Urdang School in 1980 she notes: "There was no medical check on entry. Most of us dropped out of academic life at 16 and, when we stopped dancing, it was a shock to realize we were ill-equipped for anything else." She left the school early because of a foot injury and, while in France with Madame Cremo, a scolded Lyons Dance Company, suffered an injury, returning in agony to London for urgent surgery. Today Oonagh Duckworth is a journalist; she is not regretful about the dance career but she does regret the lack of education.

Secrecy surrounds this subject and overt criticism can put a dancer's career in jeopardy. Dr Larry Vincent, dancer and physician, was told by New York City Ballet and American Ballet Theatre "never to darken their doors again" after writing *Competing with the Syphilis*. Closer to home, publicity surrounded Dr Barry Grimshaw's position with London Festival Ballet. According to their Finance Director and Personnel Officer Peter Morris: "He ceased to be medical adviser

for the company in 1985. It wasn't a question of unfair dismissal, he objected when we told him that his services were no longer required."

Another prominent dance doctor who wants to be anonymous comments: "You can't tell ballet schools or companies that they're doing it wrong, or like the messenger in a Greek play, you get beheaded. The issue which worries me is that we all know that anorexic dancers are prone to bone damage, but if a doctor warns of this risk of crippling children in later life, the profession becomes hostile and closes ranks."

Orthopaedic surgeon Justin Howse, considered one of London's top injury specialists, runs a Dance Injury Clinic in Harley Street. Consultant to the Royal Ballet School, the Royal Academy of Dancing and the Bush Davies School, Mr Howse points out: "The high intake by privately-funded schools accepting children who are physically wrong for ballet is one of the most urgent problems." But throughout the profession there is still a cavalier attitude to a dancer's health. As Justin Howse says: "Dancers are a disposable commodity. If they were footballers, they'd be cherished, but a dancer is cheap and replaceable. Even top principals are worried about the situation, but don't know any who are secure enough to speak out."

Julia Pascal is a dance teacher at City Limb and

Aboard one ship

Michael Foot welcomes the daring leadership of Mikhail Gorbachev

Perestroika: New Thinking for our Country and the World. By Mikhail Gorbachev. Collins £12.95. 000 215 6601

On the same page of a Sunday newspaper which carried a subdued, slightly sour review by Norman Stone, Professor of History at Oxford, of Mikhail Gorbachev's book under the soporific invocation: "Looking for a different sort of Russia," I caught a glimpse of a neighbouring headline over a book about John Dryden: "A Daring Pilot in Extremity." I wish some obstreperous sub-editor had managed to switch the titles.

Mikhail Gorbachev himself might complain. He quickly moves in these pages to dismiss the idea that his series of initiatives in international affairs are provoked by his extreme distress at home. Such a conclusion, acted upon by some maniacs among the Republican Right in the United States, could soon condemn us all to perdition. Gorbachev wants to persuade us about the real reasons for his actions, and he does so with real candour. But of course he cannot allow his Perestroika to be construed as cowardice. If that happened, he might soon be toppled, and we would all be heading back towards the abyss.

However, the daring, the statesmanship, the resilience, the imaginative grasp of the new leader of the

Soviet Union, his awareness, above all else, of the nuclear peril, are qualities which should be expressed in the highest terms. (How did Ronald Reagan's "evil empire" produce the phenomenon of Mikhail Gorbachev? That maybe is a topic for another day.) The great fact of the moment is that, against all the odds and prophecies and expectations, a new style of Soviet leader and leadership has emerged, and this book confirms how sensational, how world-historic, to use the old Marxist term, is the change.

Again and again, it must be stressed — one of the virtues of this book is that it does so — the domestic and the foreign implications of Perestroika are interlocked. If he was not seeking such mighty transformations at home, his foreign adventures would never be tolerated, and if he were to fail in his foreign initiatives... the thought should be too horrific even to contemplate.

If he were to fail, the experiment would not be repeated, and the world would be destined to eventual nuclear extermination — with the Russian people themselves condemned to an even earlier crucifixion, a return to a new Stalin era.

These dire warnings are in place: what Gorbachev portends, what he would de-personalize under the term of his title Perestroika, will shape our world as well as his. So we should read with interest what he writes. No Soviet

leader, at least since the days of Lenin and Trotsky, has written in such terms, with his own hand and from his own heart. We would be fools not to listen to every nuance.

One part of the story concerns his campaign in domestic affairs. "Today", he says, "it is as if we were going through a school of democracy again." He gives some vivid example of where the teaching is coming from — not least from his fellow citizens who bombard him with correspondence. Western readers would be unwise to dismiss these revelations as insignificant. What Gorbachev means by democracy is not what we mean; but nor is it the old, debased word which his predecessors employed. Gorbachev is fascinated by the thing, by its potency, by what it may do to shake the country he loves from its sloth. A second liberating Revolution is what he aspires to lead. If he could succeed, what a boon it would be for all mankind.

Yet he knows, as every sane man and woman the world over should know, that the condition for success is the one that cocoons us all: the ending of the arms race. Sometimes he is content to set out the case coolly and persuasively. "Let me just note once again", he writes at one point, "that at all its stages the Soviet Union has been the party catching up." The argument is not easily contestable, and this book would have its value as a direct, honest statement of the Soviet case.



But it is more and much more, for Mikhail Gorbachev is a man of passion. More perhaps than any other world leader in the nuclear age, he is stirred by the combined spectacle of the perversion of science and what could be its consequences for the whole human race. Some American Presidents have spoken in these terms, usually when they are leaving office, better late than never. Dwight Eisenhower did so in his farewell speech when he unmasked the industrial-military complex. Jimmy Carter did the same. Winston Churchill did so too in his very last speech in the House of Commons, after the death of Stalin, when he believed that the West, not the Kremlin, was blocking the path forward.

Mikhail Gorbachev has written this book in order to speak to the world on the greatest of all themes. Clausewitz's theories of war, he says, are now consigned to the dustbin or, at least, the libraries. We can make an end of "the inflated role played by militarists in politics". Then again and again: "For the first time in history", he reiterates, such a responsibility has rested on the shoulders of the world's leaders and

their peoples. He has no doubt about the supreme objective: "a nuclear-free, non-violent world." And again, "We are all passengers aboard one ship, the Earth, and we must not allow it to be wrecked. There will be no second Noah's Ark."

How pleasant it would be to record that our own Prime Minister, responding in proper terms at one of her lengthy meetings with him, had sought to keep the debate on this level. Alas, she showed no capacity to do so, made no such attempt. He must have tried again, patiently, as others have sought to do, in similar, if less momentous, confrontations. At last he was compelled, as the book records, to remind her that her policies — pursued in plain defiance of solemn undertakings given by successive British Governments — would block the path to sane negotiations and invite a host of other countries to accept her deadly logic.

Perhaps this was just another reason which inspired him to write this book. I trust he handed her a signed, marked copy.

Michael Foot is MP for Bhammas, Gwent

Art and graft

The Poorhouse Fugitives: Self-taught poets and poetry in Victorian Britain. By Brian Malmgren. Corgi £14.95. 0 85635 706 5.

Brian Malmgren modestly calls this extensively annotated anthology of verse by self-taught Victorian artisans a "postscript" to Martha Vicinus's critical study *The Industrial Muse* (1974). In fact he has recovered for the modern reader something important that was lost, and has done so with a fine, discriminating judgment which makes his chosen poems as interesting to read for their faults as for their virtues. He describes a literature intriguingly poised between speech and print, between the anonymous street ballad and the literary lyric, between dialect and standard English.

The great mass of writing by what one might broadly term "working-class" Victorians is only now receiving proper attention. This book is a major contribution to that process. It prints work from the three main strands of artisan writing: the political, the local, and the self-consciously literary, which Malmgren calls "Farnesian". Perhaps inevitably, cultural constraints meant most self-taught writers were more effective in the first two modes than in the third. Nevertheless, there is real poetry in this book, often in surprising places. From common themes and common failings, there emerge voices both individual and potent. Joseph Skelley, Samuel Bamford, W.J. Linton and others deserve to be read for what they achieved as well as for what they intended. Skelley, for instance, lost the championship in his own day of D.G. Rossetti and in ours of Basil Bunting. His short "Get Up", is moving still, despite its misplaced archaism: "Get up!" the caller calls, "Get up!"

And in the dead of night, To win the balm of life and sleep, I rise a weary wight.

My flannel-sudden don't, thrice o'er, My brids are kiss'd, and then, I with a whistle shut the door. I may not ope again.

In all Malmgren's authors, the urge to write was exceptionally strong. It had to be, to survive the inevitable disappointments that awaited them. Established writers, such as Dickens



Alexander Anderson: engine driver and poet

might encourage them — might even, in the case of the cabinet-maker John Owers, supply a friendly preface — but the chances of literary success were small. Many ended up, as Dickens saw with dismay, "the very beggars of Literature". Those who, like Thomas Miller "the basket-maker", became professional authors, found themselves on a treadmill of hackwork.

In literary terms, Malmgren rightly singles out the Spenserian "Fugitives of Suicides" by Miller's childhood friend, Thomas Cooper the Chartist, as a major sustained achievement, and prints some representative stanzas. Cooper, who was partly the model for Kingsley's tailor-poet Alton Locke, records a crucial scene in his autobiography. In 1854 he was living in Stoke Newington, and one evening enticed Thomas Miller to Meet Willie Thom: "We had a merry meeting, for there were a round dozen of us, and as Willie Thom mellowed he began to pour out his worrisome words of thought till Miller grew silent, kept the pipe in his mouth (we were all smoking that could smoke) and fixed his eyes on Thom in amazement; till he broke out with, — 'Why the d— don't you write such talk?'"

Thom's *Rhymes and Recollections of a Hand-Loom Weaver* had been published to considerable acclaim 10 years before, and Malmgren prints from it a "marvellously vigorous political satire, 'Whisperings for the Unwashed'. But it was Thom's lyrics, rather than such threatening verses as this, with its drumming chorus of "Rubadub, rubadub, row-dow-dow!", which were admired. Thom's acceptance into the literary world subverted his true talent. He published little else of real worth, but talked marvellously in drink, "archetype", writes Malmgren, "of the self-taught, and self-destructive, poet."

Neil Philip

Quality control

Teacher Appraisal: a practical guide. By E.C. Wragg. Macmillan. £3.95. 0 333 45707 2. Teacher Appraisal in Practice. Edited by J. Bunnell. Heinemann £9.95. 0 435 80160 0.

We have not heard much about staff appraisal recently. The attitude of some unions and the volume of other Government initiatives in education have resulted in a temporary lull on this controversial front. But our conditions of service remind us that we are expected to participate in any arrangements within an agreed national framework for the appraisal of our performance as teachers, and the current wisdom seems to suggest that if schools and L.E.A.s do not take the initiative in this area, then the Government will. Two new books on this subject provide valuable insights and guidance to schools who are developing their own schemes.

Wragg's book is about classroom observation. It is called *Teacher Appraisal: a practical guide*, but despite occasional nods in the direction of a wider view of appraisal, "... pastoral care, relationships with others such as fellow teachers and parents", the

book is mostly about giving teachers ways of looking at their own and other's teaching. And that is its strength. So much in the appraisal field, as evidenced by Stan Bunnell's *Teacher Appraisal in Practice*, seems to be concerned with interviewing, filling in self-assessment questionnaires, collecting responses from heads of departments, etc. while ducking the vital constituent of classroom observation. Not Ted. He is saying that the most important things about schools happen in classrooms with teachers teaching and children learning, and that the classroom should be the centre of any appraisal scheme.

He is of course supported by this by "HMI." Without classroom observation appraisal will lack real evidence of teaching and provide little that can be built upon to secure improvement. (HMI 1985), a quote that is used approvingly by Michael Marland in his excellent introductory article in *Teacher Appraisal in Practice*. Marland also notes our lack of a tradition of "acceptable and effective classroom observation". This is the very thing that Ted Wragg is trying to initiate in his book, which comes nearer than any other to providing schools with the necessary tools. It is clearly written by

someone who has colossal experience in the field; it is sensitive, thorough, readable, and, like all good teaching, emphasizes positive ways of evaluation that will lead to the growth and development of all parties in the process.

Teacher Appraisal in Practice is a collection of articles outlining four appraisal schemes in secondary schools, two in primary schools, one in a local authority and a final section on two different ways of appraising the headteacher, by Stan Bunnell, who edited the book. I must confess to finding "this is how we do it" books a little resistible, but it's all good stuff though inevitably repetitive. There is a limit to what can be said on this subject and perhaps the problem is that Michael Marland said most of it in the first 20 pages.

Take Ted Wragg's book. Michael Marland's article, and any one of the school appraisal schemes from Stan Bunnell's book and you have the basis of a good staff development programme. Both books correctly see appraisal as a means of improving practice and supporting the dissemination of good ideas, and both are full of suggestions as to how this can be achieved.

Patrick Eavis

Who governs Britain?

British Politics and the Policy Process. By A.G. Jordao and J.J. Richardson. Unwin Hyman £8.95. 0 043 20186 5.

Has the Thatcher revolution taken root or can it be described as a passing phenomenon similar to the anebled Reagan revolution in the United States? Is British politics, in spite of a radical Conservative Government, dominated by a policy process that in reality works against an adversarial style of politics, or to use the Prime Minister's phrase, against "conviction politics"?

British Politics and the Policy Process does not pander to the current orthodoxy that the political landscape has been altered fundamentally. Indeed, the authors argue that too much significance has been attributed to the traditional areas of political activity, parties and Parliament, and not enough to what they consider to be of profound importance, the "cycle" of policy involving an inter-relationship between special interest groups, policy professionals and civil servants. Jordao and Richardson continue their analysis by examining the findings of other political scientists. Notably they reject the view from both the left and the right that the political system suffers from a "crisis in legitimacy" or "overload".

Chapter Four is entitled "A Parliament: Adversary Confrontation and Consensual Organisation". In other words, Parliament may be the focus of interest and an apparent clash of interests, but decisions are made elsewhere. This is not a new argument, but the authors give it credence by describing the ritualization of Parliamentary confrontation and the attempts by the Executive to give Parliament as little information as is practical. There is an illuminating discussion of the views of a former MP and generally acknowledged pioneering Select Committee Chair, Christopher Price, on five devices ministers can use to avoid answering parliamentary questions, from an outright refusal to placing a question in the House of Commons Library, which can serve as an obstacle to pressure groups and researchers.

In all areas of politics and the policy process, whether in the Cabinet, the bureaucracy, parties, or pressure groups, of within the arena of public expenditure, the interaction of the different participants creates the focus of decision-making. The authors conclude that Britain may be adjusting to being a post-industrial society by lowering expectations to more realistic levels: Whether the political process and therefore policy-making adjust to this different level of expectation is debatable. This is a thoroughly researched book which tackles British politics and policy from a refreshingly different perspective.

Richard Evans

BOOKS IN CLASS

Struggling with evidence



HISTORY

The Great War 1914-18. By David Evans. Hitler's Germany. By J F Ayck. Edward Arnold £2.75 each. 0 7131 7623 7. 7624 5.

Modern America. By C K Macdonald. Basil Blackwell £2.75. 0 631 90510 3.

Roosevelt's America. By John Traynor.

The Arab-Israeli Conflict. By S J Perkins.

Women in World War I. By Stuart Sillars. Macmillan £2.75 each. 0 333 42317 8. 4019 1. 42315 1.

Women in Revolutionary Russia. By Cathy Porter. Cambridge Educational £2.95. 0 521 31969 2.

War Beyond Britain. By Fiona Reynolds. Heinemann Educational £3.95. 0 435 31744 X.

The Great Powers. By Jim Cannon, Bill Clark and George Smuga. Oliver & Boyd £4.50. 0 05 014042 1.

There are representatives here of some of the best series going for GCSE. Edward Arnold's *Links*, the Blackwell History Project, and Macmillan's *History in Depth* are all long-standing and widely used topic book series. They're designed for use in class sets as supplementary material to a mainstream course, providing more detailed information and more thorough source-work.

After a year of GCSE slough,

struggling with evidence and empathy in addition to all the information we always had to contend with, the conviction grows that factual detail must be kept to a minimum. At the very least we have to make a clear distinction for candidates between data for storing and data which is disposable.

Some of what's in the topic books will come in the disposable category, interesting and useful though it is, if our candidates are not to become victims of overload. The information won't therefore get into their notes for learning, but who knows, they might remember it anyway. Certainly these series all attempt to find vivid and memorable sources and illustrations.

Each series has a house style and format, which users have become familiar with. *Links* achieves the near impossible by cutting the size of its photographs and other illustrations to, in some cases, a few centimetres, and still maintaining clarity. *History in Depth* even goes in the questionable point of beginning the text in the right-hand column of the contents page. But both *History in Depth* and *The Great War 1914-18* have clear text and interesting exercises. The bulk of the written sources come in separate question and exercise sections.

In contrast, *History in Depth* and the Blackwell History Project incorporate sources into the text, using them to explain events. This approach has philosophical consistency with the aims of GCSE, but it sometimes makes narrative hard to grasp, since the question of bias and opinion comes in before readers have necessarily got their facts straight. Nevertheless, all these books are first class. *The Arab-Israeli Conflict* is sensitive to both Palestinians and Israelis, and while conveying the passion on both sides, presents the hard political facts as well. My only reservation is about the inclusion of the photograph of piled up bodies of Jewish victims of the Holocaust. *Hitler's Germany*, too, had a

photograph of a mounted human head presented by a golem to his wife. We are in danger of trivializing horror.

The two books on America will both go down well. Perhaps *Roosevelt's America* has more impact, concentrating as it does on a shorter period, and making excellent use of contemporary writing and song to convey the despair of the dustbowl and depression. *Modern America* shows the development of the USA from the First World War, through the Jazz Age, Prohibition and Hollywood, to McCarthyism, Kennedy, Civil Rights, Vietnam and Watergate. It's been an eventful century in America, and C K Macdonald's achievement is to encompass it in 64 pages.

The two books on women's history are welcome, though examining boards have still a way to go in recognizing this as an examinable area. Stuart Sillars must have entered the field warily, but he has written a sensitive account in *Women in World War I* of how perceptions of women and their own self-esteem changed almost overnight once they were needed in the world outside the home. There they suddenly one in the photographs, labouring, smiling, booted, dandified and ready for anything. Cathy Porter seems to have found fewer photographs available for *Women in Revolutionary Russia*, though she makes good use of written sources. The role of women in the strikes and marches and demonstrations which sparked off the revolution has been too often ignored, as have also the tremendous advances made in the revolutionary period in women's rights. But while British women in the Twenties allowed themselves to be forced back into the domestic sphere, Russian women managed to cling on. *War Beyond Britain* is the first book of a quartet on the First World War. Its straightforward and simple style should succeed in getting less able candidates to read and understand sources in context. This end of the



Battle ground

The Divided Unlaid: The Story of the American Civil War 1861-1865. By Peter Batty and Peter Parish. Viking/Rainbird in association with Channel 4 £14.95. 0 670 8161 5.

If there is a single American professor of 19th-century history who was not invited to speak a piece to camera for the recent Channel 4 series which this book accompanies, he must be a lonely and aggrieved man - for many dozens of professors were.

This excessive fragmentation of the exposition of the background to the Civil War was one reason for irritation with the series. Another was the overall visual blandness: the horror and terror of Bull Run and Chancellorsville was certainly not evoked by lengthy footage of masses of accounts of historical society enthusiasts tramping lethargically around the battlefields in what were plainly enjoyable but low-key reconstructions.

This book, though, is a different matter. Unequivocally superior to the TV version, it is free from its clutter of garrulous academics but embodies much more essential detail. By the outbreak of the Civil War, there were no fewer than 3,000 photographers making a living in the US. Many of them went on to work as war photographers, providing the public back home for the first time with pictures of the grisly realities of battlefield wounds and death. Some of the worst of these shots are reproduced here.

This is an admirably direct and sure-footed guide to the war, its origins and aftermath. But there are too few maps and diagrams: surely Gettysburg as the war's decisive battle - arguably the last - is a battle which should be shown in a map. The book is a pity, at least on simple battlefield grounds. M F

Further reviews in this week's Extra, pages 29-36

Jessica Saraga

Fashoda Crisis of 1898 are among the aspects of his topic illuminated with skill and discrimination. Nothing reveals more starkly the chasm between Thucydides and modern historians than Neville Chamberlain's memorandum of 1937 (quoted by Overly) in which he lightly dismisses the possibility of buying off Hitler or at least bribing him back to Geneva and the League of Nations.

They want Togoland and Kamerun. I am not quite sure where they stand about S. W. Africa, but they do not insist on Togo and Namibia, if they can be given some reasonably equivalent territory on the West Coast, possibly to be carved out of Belgian Congo and Angola.

Thus, great gods of Africa are to be awarded or withheld as if they were so many chunks of cheese in an international ploughmen's lunch. Incredible now - all too credible then.

For the rest, Gordon Martel's lively traversal of the much-trodden territory of First World War origins. The inclusion of a fullish text of the Austrian Ultimatum to Serbia is a good idea, making clear as it does the German government's quite extraordinary degree of compliance to quite extraordinary demands. John W Mason weighs carefully but economically the multiplicity of factors contributing to the disintegration of the great Danubian Dual Monarchy. Last, in chronology but not in desert, Anthony Wood provides a highly compact but reliable summary of the main action of the Second World War. The supporting documents are few, but shrewdly and freshly chosen.

None of these nine brief books offers less than sterling value.

Martin Fagg

Two further titles are now available in Wayland's Documentary History series, designed to introduce students to research from primary sources. Gladstone and Disraeli by Patrick Rooker uses extracts from parliamentary debates, newspapers, novels etc to explain their political struggle. It is a splendidly readable and accessible introduction to the things that really matter. Limited to 175 words. Closing date, December 22.

Sit Comp

Competition No 101. Set by Scylla. It was supererogatory of me to say nonsense verse was allowed. What else did I expect? My mind has been ringing with the sounds of it for the last week (see Hazel Stanley's verses below and sing them to Beethoven's tune for Schiller).

I began to wonder whether one of you actually wrote the immortal line *odo, odo kolyas euthymol* for The Footlights all these years ago (but are you all too young?) which I asked you to cumulate and expand. All of you wrote nonsense of course, but as R Coates wrote, perhaps much of it was "a small justification for Latin in the core curriculum".

I enjoyed this smatch of Harace from David Grantham:

trebar quam findus vim in nissan argos
forte domestas, alititia prova.
uhulux hygeall omega cortinal
Ajax in desit.

£5 to him, and Bab Thurlow for his "mina of ed".
Vibe saxa R A Butler
Lilo aertex cuprinol:
Aspro disprin Margaret Thatcher
Iron je lloids bisodol:
Earex hexed Sir Keith Joseph
Eno bronco bradosol:
Brylcreem lurex Kenneth Baker
Cutex dimplex oxydol

Some of our readers may criticize the prosody of some of the winners, but for me it was the sound that mattered, the sheer joy, for instance, of Mary Hall's lines:

Oriel goddess, harp to me
and filofax meae thine own;
My kytia thou my paralytic
No brass flash, nor broat brut
be in domestic comfort seen,
Nor Ajax' pyrex vigor put
a flymo in the vase line;
Downie saxal usile
dream topping as the world drest by.

Bill Greenwell managed in his "Amplex-Omo Bisto" to catch the modern footlights style:
Mazdal Daz duragill, marathon paxo-
Mereury germolene, aramis glaxo;
Brustroptsil, electrolux-skielie
sestelic,
Macdulux mac duxel golfath
tunfastie?

Twix anusol, anusol.

Vieharpie? Sheen evostick silvikrin
Key venta ritz audl, milupa erayola?
Tee kitylilt timotil benylin steffa;
Suremobil, sure persil, panache. Exso
wella?

Twix anusol, anusol.

As for Hazel Stanley, will the 9th ever sound the same?
Scrabble, bisto, ever-ready;
ependorm, sanafogen;
Draylon, hotpoint, hovevermate;
leggo, gold flake, photostrogen;
Atco, trade, oxo, dimplex, tesco
rooson, polythene;
Vitrol, coalite, brillo, brassco;
kenwood, kangol, germolene.

All-bran, aspro, mates; kileo-e-zee
ercol, woodbino, parlophone;
Silvo, saxono, welghia, nub-pupples;
bendix, valor, toberlone;
Exide, kityline, trex, hygena; matrilite,
white horse, phurmoile;
Lifebuoy, fairy, lux, ribenametro;
persil, armalite.

£15 each for the last three.

Competition No 103. Set by Charybdis in the "Letters from School". John Rake, the inimitable ex-headmaster of Westchester, writes of the courtesies of the dinner parties and the brace of pheasants at Christmas. "I later became," declares "Dinner parties, visits to the theatre, presents at Christmas, even holidays in the Spanish Villa are part of the scenario of a headmaster's life." Extracts please from the Diary of another "Imaginative" contemporary headmaster, which reveals dedication to the things that really matter. Limited to 175 words. Closing date, December 22.

ARTS

Television

Working the system

When your own finances can be described as "astronomical" only because of the predictability of the cycle that takes them from high to low, plus to minus or further beneath the horizon of debt, there is a certain fascination in the operations of *The Insider* Traders (Channel 4, December 3).

Of course, it is naughty, but it is more than that? Fascination with enterprise and cleverness breeds a cynical complicity with their advances, which is quite distinct from a healthy cynicism about the system itself. Yes, Prime Minister (BBC, from December 3) is no longer perceived as fantasy, barely as satire. Manipulative mandarins are funny because they confirm what we always suspected about the real workings of Whitehall democracy, but they disarm indignation, leave us admiring their superior skills and allow the makers of the programme to insist on its accuracy.

Robin Buss

Bag of sweets

The Children's Theatre Association, which began its existence in 1983, has made a dramatic move forward recently with a little help from the Legal & General who have seconded a full-time executive, Brian Cramp, to act as their administrator for two years. This should bring about considerable expansion and development of CTA, which is an association of companies and individuals concerned with children's theatre work.

There is no doubt that children's theatre is an aspect of life which our society has largely consigned to the annexe. There is professional theatre for children at Christmas (much of it of doubtful suitability) but precious little to offer the child whose birthday falls in the summer months. Certainly there is a respectable body of work taken into schools (much of it directly descended from the two great pioneers, Brian Way and Caryl Jenner) but there could be much more. And though there are good companies (Unicorn, Polka, Upstream and others), nearly all are pitifully underfunded (the budgeting for children's theatre being undertaken rather in the same spirit as a bag of sweets in a family grocery bill). The vast majority are London-based, too.

There is a general feeling that the standard does not have to be all that high - that the children do not need the best actors, theatres and other facilities. This must be wrong. In film, mainly stemming from the genius of Walt Disney, they have been offered fully professional standards for many years. Children deserve the best: it is a declared aim of CTA that they should get it.

CTA has a number of other declared aims and objects, some of which are outward-looking and some inward: seeking greater recognition, support, funding, outlets, seeking to raise standards, to formulate criteria, to encourage equal opportunities for all. Possible future events include a National Festival, training days, bursaries, travelling exhibitions and "Best Play" awards. Enquiries should be addressed to Brian Cramp, The Children's Theatre Association, 4 Enfield Lane, Durham Massey, Altringham, Cheshire WA14 5SZ. Meanwhile, some recognition of its existence in the exhibition's title would help. Above: "On the Cat Walk", the print by Andrea Smith, 14.

Gerard Benson

CHILDREN'S LITERATURE

Tell Me A Story For Christmas. By Duncan Williamson. Canongate. £7.95. 0862 41 1610.

These are lovely Christmas stories, as genuine as can be, for Duncan Williamson was still a traveller - a man without a home except what he could push or carry - when he first came my way years ago. They were always called the tinkers and in older days they were welcome for their ability with mending and making, especially metal things. But there were plenty of tinkers who had no presents for Christmas and a cold, wet night of it. Maybe not now, but certainly when he was a child. But at least they had stories.

These have all got a different flavour, from most stories of magic and you can almost hear them being told. My only criticism of this well-produced book would be that I don't think the Scots words needed those few footnotes - surely none of us, even in bright London, is so ignorant that we need to be told what a bairn is. What comes through is clearly spoken - told - and should read aloud well. But however it comes to you, it is spoken out of the kind heart of someone who was once a child with no Christmas cheer and who would want to think that his stories could mean as much to other children as his own father's meant to him when there was maybe nothing else to give, but at least his imagination was lit up like the best of Christmas trees.

Naomi Mitchison

BOOK PUBLISHER

invite AUTHORS to send manuscripts for publication on a non-exclusive basis. All categories considered including AUTOBIOGRAPHIES, THESES, WAR MEMOIRS, POETRY, and NEW AUTHORS are welcome.

MEERLIN BOOKS LTD
Bournemouth, Dorset, BH2 8BA
Telephone: Bournemouth (0207) 816641 (2881)



Shoemaker's shop, from *A World of Change: Britain in the Early Modern Age 1450-1700* by Rosemary Kelly (Stokey Thomas £4.25). Intended for 11-14-year-olds, this generously illustrated book links British history with contemporary events and the persecution of "witches". To be reviewed.

Key documents

Seminar Studies in History: Charlemagne. By Edward Royle £2.95. 0 332 35569 3.

The Dissolution of the Austro-Hungarian Empire 1867-1918. By John W. Mason £2.95. 35393 9.

The Origins of the First World War. By Gordon Martel £2.95. 22302 2.

The Origins of the Second World War. By R J Overly £2.95. 35378 5.

War in Europe 1939-45. By Anthony Wood £2.95. 35455 2.

Documents and Debates: The Scramble for Africa. By Robin Brooke-Smith £3.95. 0 333 42491 3.

The Origins of the Second World War. By Victor Mallia-Milnes £3.95. 40881 0.

Macmillan
Lancaster Pamphlets
The Second Reform Act. By John K. Walton. Methuen £2.25. 0 416 37370 4.
Cambridge Topics in History: British Politics in the 1930s and 1940s. By Paul Adelman. Cambridge University Press £3.95. 0 521 31729 0.

"Our enemies are small fry. I saw them in Munich." Thus Hitler, addressing his Commanders-in-Chief on August 22, 1939, preparing them for the war he planned to launch just 10 days later. This speech is one of the key documents appended by Victor Mallia-Milnes to the final chapter of his *Scramble for Africa*, and telling account of Second World War origins. R J Overly includes a shorter extract from the same speech in his equally clear and incisive treatment of the same topic (though the translation he uses gives the even more contentious "Our enemies are little worms").

A resolve to let students see for themselves the original texts on which connective commentary is based and content reference to specific issues raised in these documents are salutary features of almost all these editions to well-established historical paperback series. The one exception, John K. Walton's pamphlet on the Second Reform Act, is the briefest of all. A crisp 50-page book it takes a creditable place beside the volumes by Eric J. Evans's earlier contribution on the Great Reform Act of 1832.

All are new except Edward Royle's *Charlemagne*, a welcome second edition of the book first published in 1980. Here the choice of supporting documents is extremely evocative, ranging from the first draft of the "People's Charter" in 1838 to Ramsden Balfour's elegiac poem, penned in 1900, of this "movement inspired by great ideals" which nevertheless, despite all its "devotion and self-sacrifice", petered out in such futility and disillusion.

Equally generous and wide-ranging is the selection of papers, best-selling Paul Adelman's lively conspectus of "Thirties and Forties politics". The diary of the inimitable "Chips" Channon, that human weather-vane veering gravely to every gust of House of Commons opinion, is a particularly entertaining contribution.

Robin Brooke-Smith's sparkling compilation on the *Scramble for Africa* crams in without strain an amazing amount of pertinent documentation on a 19th-century "phenomenon" now generally looked back on with both astonishment and distaste. The Zulu War of 1879, the British military occupation of Egypt in 1882 and the

Have van

Speed Your Shuttle
Mikron Theatre Company

In the cold season Mikron abandon their narrowboat for a more conventional mode of transport, the humble company van. With the minimum of props they aim to bring theatre to people who never make enquiries at a city box office. At present they are touring the South Pennines with a history play about some Yorkshire folk who find their hard-earned traditional skills are being usurped by technology. The Webber family are poor weavers; trading has made the Garsides wealthy. A love match brings the two together in an attempt to dramatize the changing face of history.

It is of course an impossible task to polarize conflicting social phenomena

Hit and miss

Suzanne Vega
Wembley Arena, December 6.
London Palladium, November 10.

Just like Leonard Cohen in the Sixties, and Loudon Wainwright in the Seventies, Suzanne Vega is the critics' darling of the Eighties. As Loudon himself says in his song about their fantasy encounter, she's a "cross between Edith Piaf and Little Red Riding Hood". She's had hits with songs about child abuse ("My Name Is Luka") and chicken retelling ("Pancake Poultry"). Waiflike in black leather she summons up Bonjour Tristesse images. Between numbers on "Cracking" (up) and violent death in New York City she chats about Homer and summer holiday camp. As she sings, she is "Left of

Judy Meewezzen

Canter": mildly outrageous, extremely self-conscious, successful enough to fill Wembley.

Loudon Wainwright is also self-conscious. He has had less success, can hardly fill London Palladium with his songs veering between self-disgust and desire. His themes are divorce ("Your Mother and I"), "Me and All the Other Mothers", nostalgia ("In Delaware When I Was Younger") and performance itself ("Red Guitar"). Often hilarious ("Dead Skunk"), his big hit, an acute observer (as of the British "Sunday"), he is frequently touching ("My Proverbial Heart"). At times poetry seizes his fine musicianship and in a song like "On April Fools Day Mom" his self-consciousness is transformed into a great song. That hasn't happened yet to Suzanne Vega, but catch her in 10 years' time, at the London Palladium.

Victoria Neumark

Announcements

5th Hong Kong International Education Fair

countries represented
Australia, USA, Canada, UK,
New Zealand, Switzerland, Japan,
Singapore, Taiwan

March 25-28, 1988
At the Hong Kong Polytechnic

We invite you to take part in this major annual educational highlight of the year in the following ways:

Exhibition Space
Supplement advertising

Five newspapers will publish special educational supplement to coincide with the fair: The Express News, Wah Kiu Yat Po, Sing Tao Yat Po, Sing Tao Wan Po, South China Morning Post.

For enquiry contact: School & College Services
1525 Star House, Salisbury Road, Hong Kong
Phone 3-680093. Telex 54492 Fax 3-7218049

RESOURCES

Literature leaps to life

Rachel Redford surveys the latest batch of books on tape for children

There are audio-tapes for everyone this Christmas. First, to provide hours of stimulating play for babies and parents, there's *Playthings: Musical Activities for Babies* (Macmillan book and cassette £4.99+VAT). It's 50 minutes of ever 50 old and new action songs and sound play. The actions are illustrated in the 48-page book which contains all the words. A gift to last a whole childhood is *The Complete Adventures of Peter Rabbit* (Puffin Caver to Cover 71 mins £3.99). Warner book available separately. The timeless charm of four Beatrix Potter tales is captured by Rosemary Leach and enhanced by Carl Davis' specially composed music.

Tremendously popular will be the four Brambley Lodge titles, *Spring Story*, *Summer Story*, *Autumn Story* and *Winter Story* (Tempo book and cassette £2.99), each cassette following the delightful Jill Burckem book with a word. Each has a title suited to the season: the country mouse wedding amongst the luscious and the dog races, or the Grail Snow Hill with its huge least and the mice whirling as the vultures play. Stories from Pippi Longstocking (Tollstory 60 mins £2.99) are refreshing, lively and bright orange. Young Pippi with her bright orange plait and odd clothes lives all alone in Villekulla Cottage with a horse and a monkey. She's delightfully eccentric and does exactly as she pleases.

Rupert and the Frog Song is a Christmas burghal (Pickwick book and cassette £1.99). The glossy 40-page Ladybird book contains the story, luts of pictures and the music. The tape follows it word for word with sound effects interwoven with Paul McCortney's catchy song. On Well Loved Carols (Pickwick book and cassette 56 mins £1.99), 19 carols are traditionally sung by Cathedral choirs and the fully



David Copperfield

illustrated Ladybird book contains all the words. The Snowman (Tempo book and cassette £2.99) is another tale for the Christmas stocking. The story was written by Howard Blake, who wrote the film music and includes the hit theme "Walking in the Air". The book is the sequence of magical Raymond Briggs pictures.

There is plenty of excellent, newly-released unabridged fiction to choose from. K. M. Peyton's *Froggitt's Revenge*, read by Nigel Anthony (Puffin Caver to Cover, two cassettes £6.99), is a heartening story with a serious theme. Denny Froggitt is very small for his age and bully Wayne persecutes him. After Denny befriends a huge, lost mastiff, it's Wayne who's reduced to terror-stricken pleading.

Penelope Lively's *The Ghost of Thomas Kempe*, read by Rosalind Adams, lasts over 4½ hours (Cover to

Cover three cassettes £8.65+VAT). Ten-year-old James's life in his family's renovated cottage is degged by humorous but increasingly sinister "accidents" for which he's blamed. Slowly, the old sorcerer Thomas Kempe, who had once lived in the cottage, makes himself known.

Sheila Lavell's *The Fled Next Door* (Chivers, two cassettes £8.65+VAT) is read by Judy Bennett. It's full of funny but exasperating tricks which Angela, Charlie's irrepressible friend next door, is always playing on her. She persuades Charlie that her aunt's baby is really one she's stolen from outside a supermarket and dupes her into rolling down the hill in a "borrowed" milk float.

Some titles for older children include Betsy Byars' *Cracker Jackson* (Chivers, three cassettes £11.25+VAT). Read by Kerry Shale, it is an example of the good American fiction now available on cassette. Aimed at 10 to 12-year-olds, it's a story of a boy who is a pathetic young victim of a wife-bashing husband, trying to protect her older baby. Cracker's attempts to help her escape are full of increasing danger. It's gritty and thought-provoking.

Nicholas Frisk's *Trillions*, read by Steve Hodson (Cover to Cover 3, cassettes £8.65+VAT), also raises deep issues. The threat of nuclear war is explored through the story of Scot and Ben's efforts to protect their village from General Hartman's ruthless attempts to destroy the Trillions, the masses of tiny, hard things which have suddenly infested it.

The community in Janni Hewiker's *The Nature of the Beast* (Chivers, three cassettes £11.25+VAT) is depressed because the closure of the mill will bring yet more unemployment. Billy's life with his quarrelling father and grandfather is grim. The beast roving the moors and killing livestock symbolizes the misery. Billy decides to kill it. His tense mission clarifies Billy's troubled mind.

"Ladder" for "Pleasure" titles are abridged, but with two to three hours' playing time, they make fully developed stories. Some benefit, like *The*

Secret Garden, beautifully and warmly read by Owen Watford. Robert Powell's reading of *The Day of the Triffids* is powerful. Following the television adaptation, the lively new release *My Family and Other Animals* will be popular (All Listen for Pleasure, two cassettes £4.99).

Why not give study aid cassettes to students of all ages this Christmas? The *Living Literature Shakespeare Series* has 11 titles covering 10 different plays – each one scholarly, packed with information and discussion, and yet easily assimilated (Cromwell Audio Revision £3.99 each). Ideal for the child being educated at home, or keen to master spoken and written French, there are four carefully structured learning cassettes. Accompanying comprehensive pamphlets set out the vocabulary and grammatical structures used on the tapes. An English Child in France is for any child visiting France; *Make Sentences in French 1 and 2* (Sentences in French 2 go up to a high GCSE standard and *Tu es une Fish* is for nine to 11-year-olds (£5.99 each, Hazel Beuret).

Gifts to give lasting family pleasure – and help the teenage children with their coursework – are the elegantly packaged *Elzotone Reels*. They're skillfully abridged and have professional narrators. Richard Baker reading *Far from the Madding Crowd* and Andrew Sachs reading *Wuthering Heights* are two of the five initially released (*Elzotone Reels*, four cassettes, six hours £12.95). Hamlyn's *Books on Tape* have 18 varied titles on the launch list, including classics like *Sir John Galsworthy's The Forsyte Saga*. Most titles are bestsellers like *James Herriot's The Fog* read by Christopher Lee, a tremendously popular writer with adolescent boys (Hamlyn, two cassettes 2½ to 3½ hours £4.99). The newest addition to the unabridged classics from Cover to Cover is *A Tale of Two Cities* read by Richard Pasco. (Cover to Cover 12 cassettes 14½ hours £28.50+VAT). It's another listening experience to add to this company's superlative range.

Peter Jeffrey reads selected stories from Rudyard Kipling's *The Jungle Book* on two Puffin Caver to Cover tapes, priced £6.95. An edition of this book illustrated by Michael Foreman is published by Viking Kestrel.

life, because there are very few people, and this is less interesting because of that. Nevertheless, each detail is carefully and clearly explained. Another helpful set for students at GCSE, with all the slides taken in British temples, it lacks the magic of the other two.

Indian Dance is the latest collection of posters from the excellent Pictorial Charts Educational Trust. Again here are good notes which may be photocopied for class use and which cross-refer to other collections for follow-up. The notes are often sadly understated; there are many excellent ones. There are many group work. Perhaps for use in small group work. Perhaps for use in small group work. Perhaps for use in small group work.

Indian Dance opens up the beauty, grace and significance of an Indian tradition which can be too readily ignored.

Of the three slide sets *The Hindu Temple and its Symbols* is perhaps the most disappointing, though the text is full of interesting information. Buildings, especially religious ones, have no

French Cassinets from Hazel Beuret, 72 Manor Farm Road, Blythe Park, Southampton, Hants SO2 4NQ. *Cromwell Audio Revision Ltd*, 20 Raymond Avenue, Loughborough, Leicestershire LE11 0YW. *Elzotone Reels*, Althorp, Castle Cornet, Sandhurst BA4 6PZ. *Chivers*, 93-100 Locksbrook Road, Bath BA1 3HB. *Cover to Cover*, Done House, Lackridge, Marlborough, Wiltshire MK43 0AA. *Macdonald*, 3rd Floor, Greater London House, Hampstead Road, London NW1 7QX. *Listen for Pleasure*, 1-3 Uxbridge Road, Hayes, Middx UB8 0SY. *Hamlyn*, Sanders Lodge Estate, Rushion, Northants NN10 9RZ. *Tollstory*, Bardley, Bliss Productions, 45 Warrington Road, London W14 9PQ. *Pickwick*, The Hyde Industrial Estate, London NW9. *Tempo*, 3 Standard Road, Park Royal Industrial Estate, London NW10. *Cassettes are available mainly in stores*, book, toy and record departments. In case of difficulty, write to: *Hayward Promotions*, 36 Wendell Road, London W12 9RS or Books for Students, Bird Road, Heathcote, Warwick.

French Cassinets from Hazel Beuret, 72 Manor Farm Road, Blythe Park, Southampton, Hants SO2 4NQ. *Cromwell Audio Revision Ltd*, 20 Raymond Avenue, Loughborough, Leicestershire LE11 0YW. *Elzotone Reels*, Althorp, Castle Cornet, Sandhurst BA4 6PZ. *Chivers*, 93-100 Locksbrook Road, Bath BA1 3HB. *Cover to Cover*, Done House, Lackridge, Marlborough, Wiltshire MK43 0AA. *Macdonald*, 3rd Floor, Greater London House, Hampstead Road, London NW1 7QX. *Listen for Pleasure*, 1-3 Uxbridge Road, Hayes, Middx UB8 0SY. *Hamlyn*, Sanders Lodge Estate, Rushion, Northants NN10 9RZ. *Tollstory*, Bardley, Bliss Productions, 45 Warrington Road, London W14 9PQ. *Pickwick*, The Hyde Industrial Estate, London NW9. *Tempo*, 3 Standard Road, Park Royal Industrial Estate, London NW10. *Cassettes are available mainly in stores*, book, toy and record departments. In case of difficulty, write to: *Hayward Promotions*, 36 Wendell Road, London W12 9RS or Books for Students, Bird Road, Heathcote, Warwick.

French Cassinets from Hazel Beuret, 72 Manor Farm Road, Blythe Park, Southampton, Hants SO2 4NQ. *Cromwell Audio Revision Ltd*, 20 Raymond Avenue, Loughborough, Leicestershire LE11 0YW. *Elzotone Reels*, Althorp, Castle Cornet, Sandhurst BA4 6PZ. *Chivers*, 93-100 Locksbrook Road, Bath BA1 3HB. *Cover to Cover*, Done House, Lackridge, Marlborough, Wiltshire MK43 0AA. *Macdonald*, 3rd Floor, Greater London House, Hampstead Road, London NW1 7QX. *Listen for Pleasure*, 1-3 Uxbridge Road, Hayes, Middx UB8 0SY. *Hamlyn*, Sanders Lodge Estate, Rushion, Northants NN10 9RZ. *Tollstory*, Bardley, Bliss Productions, 45 Warrington Road, London W14 9PQ. *Pickwick*, The Hyde Industrial Estate, London NW9. *Tempo*, 3 Standard Road, Park Royal Industrial Estate, London NW10. *Cassettes are available mainly in stores*, book, toy and record departments. In case of difficulty, write to: *Hayward Promotions*, 36 Wendell Road, London W12 9RS or Books for Students, Bird Road, Heathcote, Warwick.

Peter Jeffrey reads selected stories from Rudyard Kipling's *The Jungle Book* on two Puffin Caver to Cover tapes, priced £6.95. An edition of this book illustrated by Michael Foreman is published by Viking Kestrel.

life, because there are very few people, and this is less interesting because of that. Nevertheless, each detail is carefully and clearly explained. Another helpful set for students at GCSE, with all the slides taken in British temples, it lacks the magic of the other two.

Indian Dance is the latest collection of posters from the excellent Pictorial Charts Educational Trust. Again here are good notes which may be photocopied for class use and which cross-refer to other collections for follow-up. The notes are often sadly understated; there are many excellent ones. There are many group work. Perhaps for use in small group work. Perhaps for use in small group work.

Indian Dance opens up the beauty, grace and significance of an Indian tradition which can be too readily ignored.

Of the three slide sets *The Hindu Temple and its Symbols* is perhaps the most disappointing, though the text is full of interesting information. Buildings, especially religious ones, have no

Grace

(which may not be a good thing) it is still helpful for teachers and students to have a glossary of terms close at hand.

A Hindu Wedding is equally colourful and carefully supported by complete notes. Because it is a more easily identified ritual than the Orthodox Liturgy it may be more useful for teachers at GCSE level. An interesting project for students would be to evaluate the slides; the Orthodox Liturgy has a more complex theological structure for the student to grasp – in theory at least. The notes are again detailed and I hope the teacher will be able to capture some of the joy, happiness and tension of a marriage service. It is not enough just to know the meaning and purpose of the details.

Of the three slide sets *The Hindu Temple and its Symbols* is perhaps the most disappointing, though the text is full of interesting information. Buildings, especially religious ones, have no

life, because there are very few people, and this is less interesting because of that. Nevertheless, each detail is carefully and clearly explained. Another helpful set for students at GCSE, with all the slides taken in British temples, it lacks the magic of the other two.

Next week

Victoria Newman presents a round-up of Christmas activities in the museums.

Online

Online TTNS mailbox number YNK 086

THE MICROELECTRONICS Education Support Unit (MESU) has at last made contact with this column. It seems that incorrect British Telecom Gold mail reference files have prevented their letters from reaching me. The Mail Ref system allows EMU users to address messages to someone's name or mnemonic, rather than an unmemorable box number. The trouble is that the system has no way of alerting you if you've done it wrong.

Email users should note that all the old MEP mailbox numbers have just changed too, so check before consigning MESU messages to electronic oblivion.

TO CATCH UP, then: It seems that a number of Education Support Group (ESG) advisory teachers with a mathematics background are working with primary schools. In addition, many of the new Information Technology (IT) advisory teachers have both mathematics and primary schooling as major interests. MESU rounded them up and set up working groups on areas such as the impact of a thematic approach and of IT on the development of the maths curriculum. These types of topic were highlighted as special mathematical themes, topics with strong mathematical content that would lead into other areas, and cross-curricular themes. MESU is developing materials and case studies to support each of these approaches.

MORE NEWS from MESU: a new National Information Base on microtechnology for teaching the visually disabled is being jointly funded by MESU and Warwickshire I.E.A. Based at Ebball Grange School in Coventry, it will support teachers of visually handicapped young people. It is to collect and disseminate information to specialist teachers through I.E.A.s.

Other news from MESU: "to complement the information and support already provided by the Special Education Microelectronics Resource Centres (SEMERCS)", but how will that work in practice? The SEMERCS have until March 1989 before they must be taken over by I.E.A.s or perish. The new project will run from January 1988 until March 1989. Good luck to the new project and all the work in the very important area of special needs. But why can't the government see how wasteful short-term initiatives are in human resources? The overruns of starting and stopping a project are enormous, and early curfews defeat long-term planning.

THE WORLD Wildlife Fund, in conjunction with the Citizen Europe (computer printer manufacturers), has sponsored *Pictures from Numbers*, a project to encourage young people to use mathematical processes to study environmental issues and report in computer printout. Schools were circulated last month, but if you missed it, there's still time to enter.

The project is endorsed by WWF Council member Julian Paster, and the list of distinguished judges includes 14-year-old Ruth Lawrence, the "renowned mathematical genius". Prizes include computer equipment valued at £10,000 and the closing date is May 20. Request the Project Pack from Kate Brooks, World Wildlife Fund, Panda House, 11-13 Oxford Road, Godalming, Surrey GU7 1QU.

su-abc is an information retrieval pack for secondary schools using BBC Micro (Model B/Master) with twin 80-track disc drives. Developed by the British Library and the MEP software unit originally for Research Machines hardware, the recent BBC version has extra features and is easier to use.

Three sample databases are included, as well as the BP Educational Services electronic catalogue and a *Using Guide* with worked examples. Any database can be searched by up to four fields of variable length, using professional search techniques. A supporting video is available from the British Library, 7 Watlington Street, London W1V 4BT. The SER-ABC pack costs £30 inclusive from BP Educational Services, PO Box 5, Wellesby, West Yorks LS2 7EH.

Altogether, IT in schools will have about a £28 million injection next year.

Altogether, IT in schools will have about a £28 million injection next year.

Altogether, IT in schools will have about a £28 million injection next year.



On a treadmill

Ian Nash on IT spending

Kenneth Baker's prescription for curriculum change is 30 years out of date and conflicts with plans to promote information technology in schools, Richard Forthright, director of the Council for Educational Technology, said last week. In a characteristically

raucous attack on the man who claims to have championed the cause of microcomputers in schools, he urged 200 I.E.A. advisers and teachers at a conference in Deneston on the Education Support Grant proposals not to let themselves be dictated to by politicians.

While IT was breaking down subject barriers, Mr Baker was pressing for reforms which would emphasise subject domains, he said. "Future software, which we ought to be investing more money in", would be "totally interdisciplinary". He continued: "It is not a separate discipline but a support system supplying communications, information and control for all subjects."

Rather than stressing single subjects such as chemistry and history, the curriculum should address five broad areas of study – literacy, numeracy, information, communications and technology. We have to think about the curriculum for the next decade."

Rejecting the proposals in the Education Reform Bill, he said politicians had soundly lost the educational arguments. "Undoubtedly they will win the political argument but that does not mean the professionals should give up trying to reshape the curriculum and how IT will fit in."

The national curriculum was set the only aspect of the Bill to cause difficulties for I.E.A. advisers at the conference and exhibition to help authorities plan for the five-year ESQ plan which was organized by RESOURCE, an I.E.A.-sponsored IT development group.

Proposals for schools opting out are proving problematic for many finalizing their strategy statements, which must be with the Department of Education and Science this month if I.E.A.s are to qualify for ESQ support.

These considering pilot schemes in selected schools as a way of concentrating resources are worried that such schools will opt out just when the authority is about to reap the benefits. As one adviser said: "It is like building up an industry at the cost of the state only to have it privatized."

Most I.E.A.s thought they had enough to worry about when it came to meeting the DES criteria. But the Bill has thrown up looms, as yet unanswerable, questions.

No one was able to advise I.E.A.s on the Bill's implications. As Mr Philip Lewis, head of the DES IT section, said: "There is nothing we can usefully say until one sees how the legislation works on financial delegation and opting out."

Advisers were given considerable reassurances, however, on fundamental aspects of the ESQ proposals. Next week, the DES expects to announce final details of the first awards for I.E.A. advisory teacher support.

including £10.5 million for advisory teachers, £8.5 million for hardware, £4.8 million GRIST money, as well as funding for the CET and the microelectronics Education Support Unit, plus continuing DTT software initiatives. Surveys show that I.E.A. funding will at least match this total.

More than 500 IT advisory teachers will be funded through the ESQ and their training will start with two weeks' residential training courses organized by the MESU with a £500,000 grant from central government.

Fears of government domination of initiatives through the MESU were considerably allayed by the unit's deputy director in charge of curriculum, Mr Ralph Tabberer: "I can assure authorities that there will be considerable flexibility within the new framework of the law. Some I.E.A.s wanted the new advisory teachers trained from scratch, others would want reinforcement of already developing practices. In preparation, we have therefore organized six seminars for next term. Advice is also being sought from the subject associations. These seminars will shape the regional residential courses as far as possible to satisfy individual needs. General courses next July will be followed by specialist (including primary) courses in September. Mr Tabberer also promised that he would press the government to fund fellowships and advisory teachers that as soon as possible they would be drawn into the initiative.

Mr Lewis admitted that I.E.A.s faced difficult choices in having to spell out their IT curriculum aims, while considering costs and compatibility of hardware. While the DES criteria encouraged diversification, it was clear that I.E.A.s were keen to avoid too many systems.

Apple Computers made a sizeable showing at the exhibition; Amstrad were also present on many exhibitors' stands. But, perhaps predictably, the RM Nimbus and Acorn Archimedes ranges dominated.

"Almost without exception, I.E.A.s are taking into account and thinking about compatibility with existing hardware and not branching very far from that, except to ensure that machines give adequate power for new curriculum purposes," said Mr Lewis. He accepted that "there is something of a danger that if you do that then we will stop thinking about future developments." But such developments were expensive if not cost-prohibitive for local initiatives and he expected projects such as the DTT National Education Resource and Information Service, Interactive Video in Schools and CET's exploration of compact disc and satellite technology to keep Britain to the fore.

Many advisers at the conference expressed the view that they would like the innovators locked away for two years to allow schools to consolidate their use of existing technology; but, plainly, that will not happen. Mr Lewis reminded those who felt the demands on them were too unwieldy that "the ESQ is a five-year plan, it does not have to be achieved in one."

Many advisers at the conference expressed the view that they would like the innovators locked away for two years to allow schools to consolidate their use of existing technology; but, plainly, that will not happen. Mr Lewis reminded those who felt the demands on them were too unwieldy that "the ESQ is a five-year plan, it does not have to be achieved in one."

Many advisers at the conference expressed the view that they would like the innovators locked away for two years to allow schools to consolidate their use of existing technology; but, plainly, that will not happen. Mr Lewis reminded those who felt the demands on them were too unwieldy that "the ESQ is a five-year plan, it does not have to be achieved in one."

Many advisers at the conference expressed the view that they would like the innovators locked away for two years to allow schools to consolidate their use of existing technology; but, plainly, that will not happen. Mr Lewis reminded those who felt the demands on them were too unwieldy that "the ESQ is a five-year plan, it does not have to be achieved in one."

Many advisers at the conference expressed the view that they would like the innovators locked away for two years to allow schools to consolidate their use of existing technology; but, plainly, that will not happen. Mr Lewis reminded those who felt the demands on them were too unwieldy that "the ESQ is a five-year plan, it does not have to be achieved in one."

DATA PROTECTION ACT

This week: codes of practice

Working model

The general principles of the Data Protection Act can at times be difficult to relate to the everyday reality of computing in a school or college, but the Registrar is currently working with a number of representative bodies towards providing more practical guidance. In the educational field, codes have already been published for higher education institutions, and guidance for local education authorities, schools and colleges is being prepared under the auspices of the Local Authorities Management Services and Computer Committee (LAMASAC). Individual Data Users are also issuing detailed guidance about specific uses of personal data and/or computer systems.

Computers are increasingly used in schools and colleges for teaching and project work, and staff controlling or supervising this need to be aware of the implications. Any processing of personal data involved in the project will need to be covered by one of the Data User's register entries. Since it may be difficult to predict what sort of data might be held, there are practical difficulties in ensuring that these entries are up-to-date. This is nevertheless a legal obligation, and staff should find out how the I.E.A. or school has arranged to cover them, and then ensure that any new projects or teaching packages only process data within the relevant descriptions. Even seemingly innocuous projects such as surveys of holiday times or ethnic origins of the local community could be sensitive if they fell into the wrong hands.

All the principles must therefore be addressed, including appropriate security and access control. If pupils' home computers, for example, are used in connection with classroom projects, this requires particular attention to security. The school or I.E.A. should have an established policy on the use of home computers.

The use of computers by parent teacher associations is another area of concern. Records may be kept on the school's computers or on an individual member's home micro, but as long as the personal data are only about members of the association, and provided that all members have been informed about the computerized record keeping and have not objected, the PTA may be exempt from registering as a Data User. However, if either of these conditions is not met, the association will have to register.

The Registrar is there to act as an ombudsman to deal with individuals' grievances. A range of publications about the Act are available free of charge, and a special teachers' pack has been put together to support the standard. These are all available from the Registrar's enquiry service on 0625 535777. A simple leaflet "Are you in on the Act?" can also be obtained from local libraries and citizen's advice bureaux. Any enquiries should be addressed to the Registrar's office or your own I.E.A.'s or school's Data Protection Officer.

Nigel Waters is the Assistant Data Protection Registrar.

This is the last of four articles

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

security and access control. If pupils' home computers, for example, are used in connection with classroom projects, this requires particular attention to security. The school or I.E.A. should have an established policy on the use of home computers.

The use of computers by parent teacher associations is another area of concern. Records may be kept on the school's computers or on an individual member's home micro, but as long as the personal data are only about members of the association, and provided that all members have been informed about the computerized record keeping and have not objected, the PTA may be exempt from registering as a Data User. However, if either of these conditions is not met, the association will have to register.

The Registrar is there to act as an ombudsman to deal with individuals' grievances. A range of publications about the Act are available free of charge, and a special teachers' pack has been put together to support the standard. These are all available from the Registrar's enquiry service on 0625 535777. A simple leaflet "Are you in on the Act?" can also be obtained from local libraries and citizen's advice bureaux. Any enquiries should be addressed to the Registrar's office or your own I.E.A.'s or school's Data Protection Officer.

Nigel Waters is the Assistant Data Protection Registrar.

This is the last of four articles

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

Ann Fitzgerald

THE TIMES Could do better



Academic institutions produce the scientists of the future, and a campaigning series in *The Times* has already brought a response from politicians, industrialists and educationists towards the vital need for more and better research and development. Next week *The Times* reports on progress so far and shows why further action is urgently needed.



... and regularly in *The Times*, Bernard Levin on the way we live now, Irving Wardle at the theatre, Frances Gibb on the law, John Clare on education, Jane MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Paul Griffiths on music, John Woodcock on cricket, Philip Howard on words, the humour of Mel Calman and Barry Fantoni, the unique *Times* crossword ... and much more

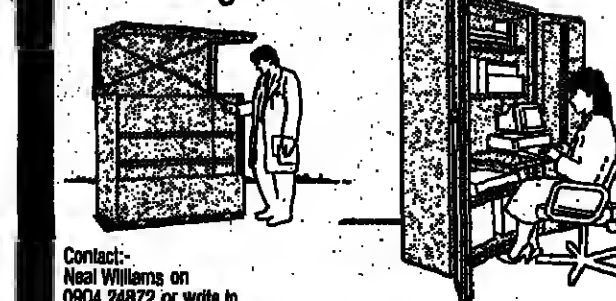
THE TIMES

A lion among paper tigers (25p)

PORTASTOR

HIGH SECURITY PRODUCTS

High Security Storage and Workstations for Schools and Colleges.



Contact: David Williams on 0204 24872 or write to PORTASTOR High Security Products (428), PORTASTOR LTD, HUNTINGTON, YORK, ENGLAND YO3 0PR

MEDIA

Geraldine Hackett reports on a sponsored INSET initiative from the BBC

In training

BBC Education's first venture in recent years into programme-making aimed at teacher training will be screened next year. The series, intended to provide school-based training, is unique in the BBC Schools output in that the lion's share of funding has come from the Department of Education and Science, the Manpower Services Commission and the Department of Trade and Industry.

At the series launch on Tuesday, Eirion Gwynne Jones, controller of educational broadcasting, said the BBC had sought a partnership for making the programmes because the corporation was not able to expand its schools' education budget.

To some extent, the programmes reflect the interests of their sponsors. The DES provided money under its budget for shortage subjects for two units aimed at teachers of science and mathematics. The MSC provided £160,000 for the unit on TVET and the All Saints Educational Trust provided funding for one programme on GCSE home economics.

The intention behind the series is to provoke discussion among groups of teachers about how to promote learning. While much of it is filmed in schools, the cameras are not attempting to capture good classroom practice, but to focus on events that will encourage teachers to discuss and review their teaching. All schools and local authorities will be provided with detailed teachers' notes.

As part of the science series, the producer, Michael Coyle, set out to discover the ways in which students have already formed their own ideas about scientific phenomena, such as the transmission of heat and light. In the clip shown at the launch, one pupil

discusses why light passing through a red filter emerges as red light and confidently explains that the light has been dyed in the process of passing through the filter. A clip from a maths programme shows a teacher explaining weight to one pupil and suddenly realizing the child doesn't understand the word "heavier". David Scott Cowan, who produced the maths unit, said the series was aimed at teaching people about communication and interpersonal relationships.

The science and maths units, in particular, are expected to be a help to teachers struggling in subjects for which they have no specialist qualification. Mike Richards, a DES official, said the Government was succeeding in increasing the number of teachers training in science and mathematics, but these programmes would provide an additional resource to help local authorities cope with shortages of science teachers.

The TVET units attempt to reflect the diversity of projects across the country. One programme focuses on the different approaches in two schools to the same module on biotechnology. Another illustrates a French language project undertaken under the scheme. BBC Education expects to provide further teacher training programmes, though the provision will also depend on their ability to attract external funding. For the present series Dr Gwynne Jones said they had approached the DES for cash and it had been "a happy coincidence" that the department had been able to make it available from its shortage subject budget.

The first series, Secondary Science, starts on January 12 on BBC 2 at 9.20am.



Kids' Oz

Catherine Benson goes down under

The Australia Project
Radio 4 VHF Monday December 14 to
Friday December 18
Life in the Past 11am; Life Today
11.20am; Books and Poetry 11.40am

1988 is Australia's bicentenary year. 1787 saw men, women and children transported from known poverty and misery in Britain to face an uncertain future at Botany Bay. In fact Botany Bay proved to be unsuitable; they settled near Sydney Cove in 1788, and a new colony was founded.

"Sydney Cove Adventures" introduces The Australia Project, which consists of 15 programmes for junior and middle schools divided into three units: Life in the Past, Life Today and Books and Poetry. There are also

secondary school programmes linked to the bicentenary.

Many of the experiences offered by the series would be hard to find by any other means, so the teachers' handbook is a must. It clarifies points that are rather cloudy in the radio programmes themselves.

"Why did Ned Kelly capture the popular imagination? What were the Kelly family like? Were the newspapers biased against them?" are all questions raised for discussion in the handbook to "Ned Kelly", a programme from Life in the Past. Unwittingly, because of the mother's harsh voice, and lack of time to elaborate on circumstances leading to events, the programme itself presents more bias against the family than sympathy for them. It is often hard to follow, narration and dramatized scenes at times blending together, making it unclear who is talking. Much background on the conditions of poor settlers would need to be given before the programme in order to reap full value from discussion.

In "And We Called England Home", from the same unit, a brother and sister attend an Anzac Day parade and learn from their mother about their great-grandfather's experiences in World War I, their grandfather's in World War II and their father's in Vietnam. Narration, drama and flashback are used to explain Australia's shift in allegiance from Britain to the USA. However, the most interesting point made was that though the children's two grandfathers fought against each other in North Africa, today they live happily as part of one family. This, the programme seems to say, is true of Australia as a whole, that it is a great melting pot of cultures. The perceptive child might well ask, "What about the aborigines?"

The diggerdoo provides a dramatic start to "Dwellers on the Fringe", from the unit Life Today. I preferred the format of this programme - narration and dramatization. Doman (the Colonel Sanders of the gifted children movement in the States) a fraud? "Somewhere between a visionary and not a visionary," she concludes mysteriously. What irritated some people about the programmes was the failure to comment on the fact that the prodigies, American and British, all had essentially mathematical skills and understanding. The children were articulate and right, but only in technical language. Jane Walsley agrees to an extent. "I don't have a child who has written War and Peace," she concedes, "and we'll see. Anyway, what we need now is a mind who can cure AIDS and sort out the welfare state." What about education? Is it too late to have Kenneth Baker hitboided?

ONLY SEVEN months after she started Channel 4's innovative/gimmicky youth interest programme Network 2, Janet Street-Porter is to join the BBC as editor of youth programmes on TV. She will also be working on the development of popular arts programmes, which she is likely to present herself.

Nick Baker



The national curriculum

Six of the best

DONALD READ • MARTIN ROBERTS

The first round of English regional conferences for history teachers, organized by the Historical Association, took place in September and October. About 600 teachers and educationists attended. These were exciting and occasionally contentious occasions. Not surprisingly so, for the eight conferences have been recognized as an important part of the consultative process necessary before the future of the subject in state schools is decided.

The National Curriculum 5-16, published by the DES in July, naturally provided the basic document for discussion. What did it promise (or not promise) for history 5-16? No one claimed to understand the Delphic prose for certain. Also under consideration were the discussion papers which the Historical Association had itself put forward, first to Sir Keith Joseph (History for Life), and secondly to Kenneth Baker (History in the Core Curriculum). Unlike the DES document, these papers were readily intelligible, even though they did not adopt final positions. But they had been drafted when the Government's public thinking about the curriculum was still vague; and the Association's conference spokesmen emphasized that, although there was still much of relevance in the two papers, they had become historical documents in a second sense.

The same six questions were posed at each of the conferences:

1. Should history be taught to all pupils from the age of 5 to 16? This was answered in the affirmative by the great majority of participants. A few were concerned, however, that many of the 14-16 age group would be unwilling conscripts. And primary teachers emphasized that for 5 to 9 year-olds it is more realistic to talk in terms of learning illuminated by historical themes and approaches than to think of subject-specific history.

2. Should there be any guidelines with regard to content and other aspects of syllabus construction? In answer to this question few people expressed opposition in principle to the idea of a national curriculum and to centrally-defined guidelines of any kind. Most were prepared to accept broad guidelines, but wished the central prescription to be minimal. Almost all the delegates considered that the best judges of any guidelines were teachers of history.

3. What should be the criteria for syllabus construction? This question evoked a variety of responses. Some argued that the HMF booklet, History in the Primary and Secondary Years, offered a good starting point. Others preferred a discussion paper provided for the conferences by Richard Brown, joint-editor of Teaching History. Some suggested that the GCSE national criteria could be adapted to suit the wider age-range.

4. Should core-time be split 30/30/10 per cent between world, national and local history, the remaining time being allocated at the teacher's discretion? Nearly everybody agreed that there should be a balance, but there was some unease about trying to achieve this by applying a formula.

5. Is there a case for national testing in history? The Historical Association had said nothing so far about this. Most conference participants opposed national attainment testing of 7-11, 14 and 16. In history, such testing was thought likely to concentrate upon factual recall at the expense of skills and understanding. However, most agreed that teachers should not opt out of the discussion about testing. Rather, they should concentrate upon reaching national agreement about diagnostic testing, and about the definition of attainment targets based upon good school practice.

6. How acceptable were the Historical Association's published suggestions and examples, and if these were not liked, what might be preferred alternatives? Few liked the listing of 60 basic themes in chronological order. The Historical Association was accused by some of being damagingly "old-fashioned" in even suggesting such a list for consideration. Many were also critical of any requirement for the 14-16 year-age group to study 20th-century British history. Most, however, were convinced that history teachers needed to discuss together the criteria for selecting the skills and knowledge necessary for history as a foundation subject, not least with regard to the more appropriate for teaching particular skills and knowledge.

What next? History teachers are now alerted, and every conference expressed the wish to meet again. A further round of meetings will therefore be called before Easter. Although teachers will still predominate, parents, school governors and business people will also be invited to participate this time. These "users" of the system are entitled to be heard, and teachers must be ready to explain their methods and expectations.

The charge has been made that educational thinking during the past 20 years has become too ingrained and exclusive, and too ridden by theory and jargon. But jargon and theory, if they contain worthwhile substance, will be capable of translation into language understandable by intelligent laymen, including parents. They, for their part, can be expected to ask simple but searching questions. For example, if they hear that the Historical Association's 60 themes in chronological order (from Plato to Nato) have apparently been dismissed by teachers as not history, they may well ask what is now thought to be the stuff of the subject in school, why is it superior to the old product, and how is it taught. More parents will have to be initiated into the mysteries of skills-based history and into the nature of the skills/content argument. One conference suggested, reconilingly, that "the debate is about how content is approached rather than whether or not it should be there".

Certainly, the next round of conferences must be firmly constructive. A sympathetic observer of one of the recent meetings reported how "there was no mention of falling rolls - no hint that a change of fact might bring more pupils". Such idealism is impressive. But so also is an equal measure of realism. In the search for the right mix, the Historical Association is setting up a new schools' committee for the 5-16 age-range. Membership will consist of practising teachers; primary (3), middle (1) and secondary (4). This committee will co-ordinate the 1988 conference, and it will seek afterwards to put together for the Council of the Historical Association proposals about history as a foundation subject which will have the support of as many teachers as possible, and which will also be found attractive by the general public.

Such proposals will be difficult to devise; but once formulated, they will deserve to carry great weight with the History Working Group and with the National Curriculum Council, as they undertake the daunting task set them by the Secretary of State. Here is a rare chance for all those interested in school history to participate in policy-making which will itself become a part of national history.

Donald Read is President of the Historical Association. Martin Roberts is Head of Cherwell Upper School, Oxford.



Mines of information

Tudor Wales. By Dr Gareth Jones. £3.95.

Coal Society. By David Egan. £5.75. People, Protest and Politics in Twentieth Century Wales. By Dr Gareth Jones. £4.95.

Gower Press

A curriculum development project funded by the Welsh Office and based at the Education Department of University College Swansea, has resulted in the creation of four Welsh history texts for 14 to 16-year-olds. They cover the period from the Tudor period to an investigation of 20th-century Wales. Each combines narrative with relevant quotations from contemporary documents, uses appropriate maps and illustrations and teaches pupils how to evaluate historical evidence.

Tudor Wales traces the effects of contemporary political decisions on the Principality, for example, the far-reaching results of the 1536 Act of Union, the period's religious upheavals are also covered, from the dissolution of the Welsh monasteries to the Elizabethan Act of Parliament which authorized the translation of the Bible into Welsh. This Act has been credited with saving the language from extinction.

Coal Society - a history of the South Wales mining valleys 1840-1980 - covers what is probably the best known episode from Welsh history. Opening with an unexpected picture of rural Rhonda in 1865, the text goes on to discuss south Wales's geography and geology in order to explain how and why the coalfield developed. The on-

suing influx of population and the growth of Glamorgan's railways and ports, and the area's strong political and trade union traditions are discussed in detail. However, the book is really about the unique lifestyle of the valleys.

People, Protest and Politics in Twentieth Century Wales investigates the Merthyr rising, the Rebecca riots in rural west Wales, Chartism and the 1913-14 strike, and the 20th century title moves from the principality's industrial history to discussions on nationalism and the 1979 devolution debate. Questions focusing pupils' minds on events under discussion are peppered throughout the four texts. There is also a helpful chronological table of important dates on the front page of each book to set the ensuing events in the wider historical context.

Iola Smith

NEW: The Elizabethan Age Living History

The Elizabethan Age is a new, colourful evidence-based series which recreates the lives and experiences of men, women and children in this most exciting of periods. Published to coincide with the 400th anniversary of the Spanish Armada, this series is ideal for topic as well as course based history teaching.

Book 1 The Queen, Nobles and Gentry 0 19 9171130
Book 2 Farmers and Townsfolk 0 19 9171149
Book 3 The Poor and the Wicked 0 19 9171157
Book 4 The Seamen 0 19 9171165
Each 80 pages, full colour and black white
Each £2.95

The Elizabethan Age makes history accessible to children, by involving them with the people and lives of the Elizabethan Age.

- encourages skills-based work and techniques useful right across the curriculum: comprehension, inferential comprehension, imaginative recreation, mapwork, mathematical calculations.
- provides a detailed and extensive insight into a complex period.
- promotes a sense of discovery in children together with a real sense of the atmosphere of the times.
- provides a great range of written and visual sources.

Excellent value for money!

Inspection Copy Request Form

Please send me an inspection copy of The Elizabethan Age by Peter and Mary Speed.

Book 1 ☐ 0 19 9171130 Book 2 ☐ 0 19 9171149
Book 3 ☐ 0 19 9171157 Book 4 ☐ 0 19 9171165

Name _____ School _____

Address _____

Please return to: Oxford University Press, Education Division (VK), Freeport, Walton Street, Oxford OX2 6ER (No stamp needed in the UK) or phone Inspection Copy Hotline (0865) 354773 (24 hour service)



OZmosis

Through the radio membrane - Australia past and present, on the threshold of 1988, the bicentenary of British settlement. The aboriginal and European point of view. Presented through interviews freshly recorded on location in Australia, and through Australian literature.

The AUSTRALIA Project

A week-long celebration of the Land of Oz by BBC School Radio from 14-18 December. Fascinating listening and a valuable teaching resource for schools at many levels. For immediate use or for recording.

JUNIOR/MIDDLE/SECONDARY

The AUSTRALIA Project
Life in the Past
The First Fleet, traditional aboriginal life, the gold rushes, folk hero Ned Kelly, national Anzac Day.
Daily 11.00-11.20

Life Today
Australian families, city fringe aboriginals, iron-ore town, sheep station, surfing suburb.
Daily 11.20-11.40

Books and poetry
Reading suggestions, a poetry anthology, a three-part dramatisation of Ruth Park's novel of Victorian children in a convict colony.
Daily 11.40-12.00

School Radio
BBC EDUCATION

SECONDARY

Australian Bicentenary
Aboriginal and European culture conflict in **Whose Australia is it anyway?**
20th century Australian actuality - **In our own words.**
17 and 18 December 2.05-2.45

UPPER SECONDARY

English Resources 2:
Introducing... I can jump puddles - Alan Marshall's account of childhood in the Australian bush. 18 December 2.45-3.00

Enquiries about teacher's notes and the book Kids' Oz to BBC Education, London W5 2PA.
Tel: 01-991 8031 (24 hours)

RADIO 4
VHF FM

EXTRA

Are they aware of what history teachers are already doing?

Using the evidence

History teachers these days suffer frequent exhortations to make use of evidence in their teaching. I would suggest that studying evidence about what teachers are currently teaching might be a productive strategy in the current debate about history curriculum.

History for Life, published by the Historical Association last year, contains a proposal for a compulsory course in history for 14-16 year-olds. Although the document refers to what its authors consider to be examples of appropriate approaches in history teaching, notably the Schools History Project, there is no reference to how the proposed curriculum compares with existing courses. More recently, the HA has published proposals for the 7-14 age range and has asked its members what they think this curriculum should include. Surely the first step should have been to consider what the curriculum is. Then it would be possible to examine the relationship between what teachers do and what they think should be done, surely an important ingredient in the current debate.

For purely practical purposes, any one providing a new curriculum should be aware of the demands it is likely to make compared with what is currently required. Yet neither HA publication makes any mention of such a consideration. I do not dispute the importance of the philosophical debate about what history should be taught, but it has a dangerous air of unreality if the link is never explicitly made with current practice as well as with current thinking.

It is not that the HA has no evidence about current practice. Eighteen months ago it published *History in Secondary Schools: A Profile of Current Provision*, describing the results of

HELEN PATRICK

a survey of its teacher members. But there is no indication in their curriculum proposals of how or whether they have considered the evidence available to them. In this article I would like to present further evidence about current provision and ask that the HA and others interested in this debate study the evidence.

Since October 1985 I have been working on "A Study of the Aims of Teaching History in Secondary Schools", a research project funded by the Economic and Social Research Council. As part of this study I made a questionnaire survey last summer of history teachers in a sample of 106 schools in 67 L.C.A.s. Replies were received from 129 teachers from 75 identified schools in 51 L.C.A.s. Most respondents were comparatively senior, well-qualified teachers with major history teaching commitments. The schools were almost all co-educational comprehensive schools covering the 11-18 age range.

The teachers were asked to give a brief description of the syllabuses they were currently teaching. Although their responses indicated that syllabuses for 11-14-year-olds ranged widely, one dominant pattern emerged. There was a predominance of ancient and early British history in years one and two. By the third year these had virtually disappeared, but the Tudors and Stuarts and exploration and discovery were common in both the second and third years. In the third year there was greater variety than in the first two years, with the agricultural and industrial revolutions, American history, modern world history, the growth of democracy, the two world

Wars and revolutions being fairly well represented.

There was a clear chronological progression in most schools which was often broken in the third year, but most syllabuses were based on topics, themes or patches rather than attempting a complete chronological coverage. Over a third of schools included some local history during the first three years. Just under a quarter had some form of integrated humanities in the first two years and just under two-thirds included world specifically on the nature of history and the use of evidence.

These findings are very like those reported by the HA in 1985. They suggest that a common core, characterized by a considerable concentration on British history, a broadly chronological approach and elements of the "new" history, is already operating in many schools. Of course there are numerous variations within it, but it does suggest a considerable degree of uniformity in history syllabuses, at least at the general descriptive level.

The British-centred chronological approach also emerged from the HA survey, though smaller proportions of teachers in their sample reported integrated courses, local history or work on the nature of history and the use of evidence.

The teachers in my sample, though not in the HA's, were also asked about the courses they taught in the fourth and fifth years. Again there was a considerable degree of uniformity. About a third of the schools offered pupils some choice of history courses. Just over half offered modern world history, about a third offered Schools History Project and about a third modern British social and economic. Only one school offered a course

covering any period before 1750.

Both the HA's survey and my own have serious limitations as evidence on what is currently happening in history teaching. Neither sample is representative, theirs because the teachers were all HA members, and mine because the teachers all worked in schools which took GCSE history students on teaching practice. But historians are accustomed to taking account of the limitations of available evidence and to looking for further evidence to offset the limitations. Researchers are well known for always suggesting that more research is needed and I appreciate that the HA may not possess the resources to finance a major survey of teachers. But there are steps which the HA could take to arm itself with more evidence.

I was surprised to find that no-one seems to collate national figures for history examination entries at 16-plus and A level in the different content areas and some schools. There are no readily available figures, for example, on how many 16-year-olds take examinations in modern world history. The Secondary Examinations Council and the HA told me I would have to consult individual examination boards, while the DES Statistics of Education publish only total figures for "History" and "English Economic History". I did consult the GCE boards' reports, though I balked at writing to the 13 CSE boards on an issue which was peripheral to my work. Although some GCE reports give only global figures, others are quite detailed and would inform the current debate. Perhaps the HA could consider collecting this kind of information from the GCE centres.

Another source might be HMI. They must be as well informed as anyone about what history curricula are currently like. Perhaps the HA could call on HMI to consider making more straightforward descriptive material more readily available.

At the moment it seems that the debate on the history curriculum is taking place in the context of some things of a dearth of detailed, accurate information about what history teachers are currently teaching. I do



Local children enact the Saxon siege of the Normanfort at Mount-fitcher, near Stanstead.

not wish to suggest that the history syllabuses that are currently in operation should necessarily be used in any sense as a blueprint for a new curriculum. But I am suggesting that the protagonists in the debate should at least show that they are aware of what history teachers are already doing. In a recent article (*The TES*, April 4, 1987) two representatives of the HA wrote "HA members were shocked to discover a couple of years ago that about half of all school pupils were giving up history at 14-plus". This discovery would not have come as such a shock to the many history teachers trying to stop the proportion rising further, or, indeed, to anyone taking an interest in the statistics for 16-plus examination entries.

Here was a situation in which the HA found the empirical evidence very informative. Yet in the current debate they show no sign that they recognize the value of such evidence. It would be sad if *History for Life* designed a curriculum and presenting it to the politicians, that the designers were to consider what relation their new curriculum bore to what was already being done. Empirical evidence is only one aspect of this debate, but historians both inside and outside the HA might consider looking at the evidence while the debate is still going on.

For more information on the Council for Examination Development, UCLES, Cambridge.

Becket at Forest Junior

No right answer

SUZANNE HEWITT

Autumn Term 1986 began with a new approach to history at Forest Junior School in Snaresbrook, London. It consisted of an experiment in curriculum development with a class of 26 eight-year-old boys, their class teacher Mrs Hewitt (also curriculum co-ordinator) and Mr Holden, on historian more used to teaching his subject at O and A level. The topic was "Murder in the Cathedral", the story of Thomas à Becket.

The children were to adopt the role of the historian as detective: to realize that in much of history there is no right answer; and to learn to ask questions and evaluate evidence. The aim was for them to build up an awareness of the past through drama and, by identifying with the characters, to develop an essential empathy: "How did it feel?"

The scene was set, the story was told, the characters were pointed, and the children worked in groups with word-processors to write and produce five short plays which were to be filmed and presented for a school assembly. In the first lesson the historian told in graphic detail the story of the murder in 1170. Sam wrote: "Mr Holden said today we are going to practise being detectives. That was brilliant fun. Nearly everyone in the class asked a question which a detective would ask, like 'Were there any witnesses at the time of the murder?' or 'Were there any fingerprints?' Others asked 'Is the bloodstain still on the altar?' 'Why didn't the victim run away?' 'Did he know the men who killed him?' 'Did he have any letters on him to say who he was?' 'Is this a true story?' I am added 'We asked him lots of questions that he could not answer because nobody knows for sure exactly what happened'."

The following two lessons were used to find out everything possible about the victim, Thomas à Becket, and

Henry II, who is said to have ordered his assassination. The class soon realized this would be difficult without contemporary television reports, photographs, accurate news bulletins and the media coverage accorded nowadays to a king and his nobles. A character sketch of Becket was built up by delving into his portentous birth, his school-days, his meteoric rise to fame as Chancellor in 1162, his quarrel with Henry and subsequent flight to Louis VII in France. Illustrations from a 14th-century prayer book and reconstruction drawings were used as the basis for a six-screen cartoon depicting scenes from his life.

Henry also was researched: "We learnt all about King Henry, and his life, and the temper he loses so quickly," said Nell. After much discussion as to who was right, a weighted-response question sheet was devised to help each child decide whose side they were on. Twelve were for Becket, nine for Henry, and there were several "don't knows".

The class now split into five groups, each with Becket, Henry, Louis and two knights. Between themselves they worked out who would take each role, by deciding who could identify most strongly with their chosen character and justify his actions.

They now had to write the speeches which would make up the plays. Many found it difficult to break away from a narrative style, but they soon began to produce interesting results. Duncan, as Becket, was clearly influenced by his earlier career as Chancellor: "By rights I have 10 per cent of the Church's money" and later, when Louis gave him shelter: "How shall I ever repay you? I will give you 40 per cent of my earnings each month." Selchouk, as Louis, was a simple sophisticated: "Welcome to France, my dear friend... let me assure you that

continued

EXTRA

The national history curriculum for Wales Facing real danger

PAUL JEREMY

Wales is in grave danger of becoming an educational afterthought in the government's "national curriculum". Although the official consultative document contains several important provisions for Wales, the London media and press have consistently ignored the Principality in their coverage of educational issues. This is the context which historians, like other interests in Wales, must recognize when addressing themselves to the problems of constructing a history curriculum which meets the needs of Welsh pupils.

It is as well at the outset to recognize a number of critical factors influencing the history curriculum. The most crucial is that history has a time-tested future. After two decades of hand-wringing about "history in danger", it has been officially prescribed as a "real subject". Thus it is not history for whom the bell tolls, but integrated courses.

The assured place of history as a foundation subject may in turn give "history in danger" a new complexion in Wales. What accounts for the government's interest in the shape of the new history curriculum?

The interpretation that one might offer is that history is to be "saved" from the historians. The national curriculum will retrieve British history from the vagaries of local choice and the artifices of evidence-based work. Retrieval may not be a short march back to the world of G M Trevelyan, but it will ensure every child's birthright of knowing the precious heritage of Europe's oldest constitutional state. In case of murmurs about dangerous political intervention, critics can be reminded of the numerous distinguished historians who share the government's anxiety. The Secretary of State for Education and Science can even pin up on his wall the *TES* editorial of October 23, which encapsulates his concern.

Against such a background, history in Wales faces real danger. It is time

for educationists in the Principality to insist that Wales is not some western province of England, relegated to watching the comings and goings of the English actors in their agonies over Mr Baker's designs. For a start, what is this "national curriculum" embracing England and Wales, when Scotland and Northern Ireland are excluded? How can we talk of "British History" in the context of England and Wales, when we examine the remarkable and rigorous historiography of Wales?

But history in Wales is more than the history of Wales. What of that important minority of primary and secondary schools which work through the medium of Welsh? In history this is not a trifling matter. For many years history teachers in Welsh-medium secondary schools have suffered the difficulties of a desperate shortage of texts in Welsh; it has meant countless evenings of translation, above and beyond preparation and marking. Only in the Eighties has a steady supply of history titles in Welsh become available to secondary schools as a result of government-funded resource initiatives. Any national curriculum arrangement must be planned so that these schools are not disadvantaged in any way.

History in Wales also means the state of the discipline. The Principality was governed by public examinations for 90 years by a stern, unbending system which rendered the last O level history paper in 1987 not dissimilar to a school certificate paper in 1897! Even in the late Seventies, Wales provided the lowest uptake for the Schools Council History Project of any part of the United Kingdom. It is only in the Eighties that Welsh schools began to

come to terms in any significant numbers with the history curriculum changes which gathered pace in England in the Seventies. Unquestionably GCSE has taken Wales by storm, for the history national criteria have led to drastic changes in many departments, well before GCSE was introduced in September 1986. History teachers in the secondary schools of Wales have experienced massive problems with the introduction of GCSE, but few would deny that GCSE has significantly influenced the way they envisage how curriculum development should proceed. In short, the state of the discipline is being fundamentally altered by GCSE: any national curriculum arrangement which ignores or attempts to undermine the GCSE experiences of history teachers in Wales will be educationally condemned to failure.

Thus Welsh schools have distinctive needs and claims in any national curriculum for history, but at the present time have gained little understanding from metropolitan politicians or the media. These have been largely pre-occupied with controversies surrounding the Historical Association's draft syllabus, "Proposals for a Core Curriculum in History", presented to the DES in February of this year.

Whatever the internal debate within the Historical Association, its early initiative has been of great value to Welsh schools. Here was a formula for the history national curriculum based on the all-through chronological syllabus, so commonplace in Welsh secondary schools before the Eighties. If this scheme was to secure widespread support in any part of Britain, it was most likely to be in Wales. Wales's national history association, the Association of History Teachers in Wales, sent a copy by agreement with the Historical Association, of the HA draft syllabus to every member in Wales, including to all secondary schools. Seventy per cent replied, far exceeding the response in any of the HA regional conferences in England. Although, as anyone would expect, there were many different viewpoints, Welsh schools overwhelmingly rejected the HA draft as the basis for constructing a history national curriculum.

The AHTW published *History in the National Curriculum*, a 25-page report carefully setting out these responses. The report is an important contribution to the national curriculum debate because it demonstrates the impracticality of the all-through chronological syllabus in terms of resources, GCSE and teacher commitment.

How then can a curriculum which best meets the needs of pupils in Wales be prepared? A fundamental starting point must be a history working group for Wales. Any suggestion that a working group which is composed of people selected by the DES and overwhelmingly drawn from England will be capable of meeting Welsh requirements is unacceptable in Wales. The "compromise" of a Welsh sub-group on Welsh history reporting to the main England-based working party narrowly limits definitions of Welsh interests to the history of Wales.

Moreover, the government's own consultative document on the national

curriculum leaves ample scope for Welsh arrangements. In paragraph 1.1 we are told that "The Secretary of State for Wales will be considering what particular provision will be needed to accommodate the distinctive needs of the Welsh curriculum". In paragraph 4.3 it is stated that "The legislation will set out separately the foundation subjects in Wales for Welsh-medium and English-medium pupils... the Secretary of State for Wales will be able to make different orders from those applying in England".

A history working group for Wales drawn from educationists within the Principality would inspire confidence as a body which knows the needs of Wales in history. The group would contain members with first-hand knowledge of GCSE in Wales, including the WJEC Mode 1 Syllabus A Modular, the highly successful Mode 1 Syllabus B Modern World, and the Schools History Project. It could liaise with many interests in the Principality to ensure they make an input into the history curriculum, such as the Aberystwyth Project which is preparing a Welsh-medium history titles for primary schools, the Oxford University Press bilingual project which is at the heart of a consortium planning a huge range of Welsh history materials for the 10-12 age range, and heritage institutions like CADW, which are developing very promising educational programmes.

In short, the opportunities exist for the preparation of a 5-16 national history curriculum for Wales. When we celebrate the centenary of the pioneering Welsh Intermediate Education Act in 1989, it should be on the basis that Wales has acquired a national curriculum suited to its distinctive needs.

Paul Jeremy is the National Secretary of the Association of History Teachers in Wales. He is a teacher of history at Llanishan High School, Cardiff.

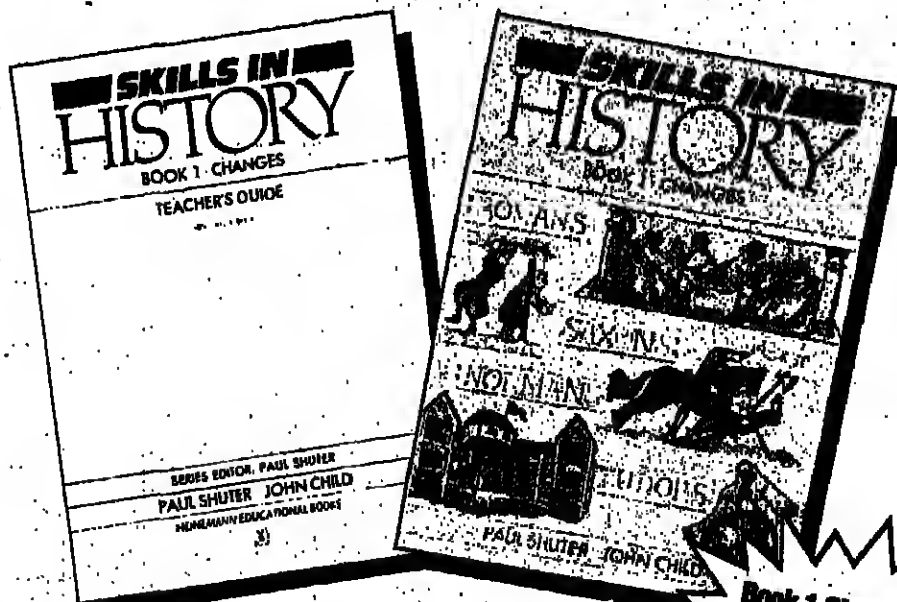
curriculum leaves ample scope for Welsh arrangements. In paragraph 1.1 we are told that "The Secretary of State for Wales will be considering what particular provision will be needed to accommodate the distinctive needs of the Welsh curriculum". In paragraph 4.3 it is stated that "The legislation will set out separately the foundation subjects in Wales for Welsh-medium and English-medium pupils... the Secretary of State for Wales will be able to make different orders from those applying in England".

A history working group for Wales drawn from educationists within the Principality would inspire confidence as a body which knows the needs of Wales in history. The group would contain members with first-hand knowledge of GCSE in Wales, including the WJEC Mode 1 Syllabus A Modular, the highly successful Mode 1 Syllabus B Modern World, and the Schools History Project. It could liaise with many interests in the Principality to ensure they make an input into the history curriculum, such as the Aberystwyth Project which is preparing a Welsh-medium history titles for primary schools, the Oxford University Press bilingual project which is at the heart of a consortium planning a huge range of Welsh history materials for the 10-12 age range, and heritage institutions like CADW, which are developing very promising educational programmes.

In short, the opportunities exist for the preparation of a 5-16 national history curriculum for Wales. When we celebrate the centenary of the pioneering Welsh Intermediate Education Act in 1989, it should be on the basis that Wales has acquired a national curriculum suited to its distinctive needs.

Paul Jeremy is the National Secretary of the Association of History Teachers in Wales. He is a teacher of history at Llanishan High School, Cardiff.

If you're planning changes in lower-secondary history in view of GCSE, this is just the series you need...



Book 3 The Twentieth Century
Publication: February 1988
Invaluable support material for GCSE!

Don't delay - order your inspection copies now.

Inspection Copy Request Form

Please return this form to the address below (no stamp required) or ring the Hotline.

☐ Skills in History Book 1 Teacher's Set (Pupils' Book + 32pp Teacher's Guide) 435 31865 9 £4.50

☐ Skills in History Book 3 Teacher's Set 435 31867 5 about £4.50

Name _____

Address _____

Post Code _____

Heinemann Educational Books
FREEPOST NH3746, Sandlers Lodge Estate, Rushdon, Northants NN10 9BR

FOR URGENT QUERIES PHONE
HEINEMANN HOTLINE
01-631 5142

EXTRA

New history in peril: may teachers defend it

University challenge

ROBERT MEDLEY

There is an idea abroad in some quarters that real, scholarly history is being undermined by school teachers' amateurish notions of what they perceive the discipline of history to be. Notions, it is believed, which seek to debunk any knowledge of the happenings of our own history and which replace them with a "skills-based" approach which deprives pupils of any coherent picture of the past and makes them more open to left-wing propaganda.

Such a reading of the current climate in school history teaching is at best laughable and at worst a gross and disturbing parody of what is actually happening. The onset of GCSE has provoked a reaction among some university historians who see the new examination as one in the eye for scholarly standards and a distorted view of history. This view is represented in Alan Beattie's *History in Peril: may parents preserve it* (Centre for Policy Studies, 1987).

Beattie has some pertinent things to say about the nature of history. Where he goes wrong is in his ignorance of what is actually going on in schools. He huses many of his judgements about GCSE on a book called *Countdown to GCSE* by N. Tate (London, 1986), which Beattie describes as "an authoritative guide". He accuses the new examination of encouraging the search for bias, of emphasizing creative judgement in assessing the past, of inculcating the view that it is impossible to establish what the facts are and encouraging pupils to moralize about the past.

Let us look in detail at one of the allegations made by Beattie.

Like many before him, he attacks

the much maligned and misunderstood notion of empathy. He quotes from Tate's book, this time wrenching an empathy question out of context. The question is concerned with what the Russian peasant soldiers thought about Russia's system of land ownership and candidates are asked to infer these views from background information such as conditions at the front, and then to invoke their imagination.

Beattie deplores such unhistorical practice and on the face of it he is right to do so. However, how representative of GCSE is this, and what does Mr Tate really mean? Empathy is simply a shorthand for looking at events of the past from the perspective of people of the past. This is how the national curriculum puts it and this means making inferences which are firmly grounded in a selection of sources, both primary and secondary (perhaps even a book by Alan Beattie himself).

Of course, it could be argued that only professional historians are in a position to make such inferences because only they have access to enough of the available sources. This is all very true, but then where does this leave the secondary school history teacher? I suspect that it leaves him as a mere presenter of the findings of the leading historians and little else. Such an approach is not only humiliating but also fails to lead pupils into history as a

question of what historical content should be taught in schools. His belief that social history attracts more attention than political history because children can identify more easily with ordinary rather than famous people is wide of the mark. There has been an upsurge of interest in teaching social history in schools partly because the discipline of history itself has broadened out to include social and economic factors to a greater extent.

In any case, the GCSE syllabuses have a considerable emphasis on political history. Political history is still alive and well in our schools and in addition, there is now more awareness of history as a detached discipline, relatively uninfluenced by the pressing needs of the present in the harmful way that Popper warned against. Moreover, the so-called "new history" has done more than anything else to foster this.

Having said this, it needs to be pointed out that the teacher in school has to represent history to potential GCSE and A level pupils as something which is of use to them, and all too often the teacher gets little moral support from his higher education colleagues, whom the teacher keeps supplied with a steady flow of undergraduate students. I would challenge Alan Beattie and other university historians to come off the fence about

the purpose of history and to join the struggle to give history a higher profile among students and the public. This is not to advocate the justification of history on spurious grounds, but to say that history must justify itself on the curriculum.

Beattie's publication convinces me that something must be done to further understanding between school and university history departments. Many universities already provide courses which are designed to help with sixth form studies. However, these are frequently organized from the assumption that the universities have something to give to schools and not vice-versa. What attempt, I wonder, is made by university history departments to ask schools what they actually want? How aware are universities of some of the developments which have taken place in school history teaching over the last 10 years?

In return, universities could provide expertise in the way of advising on the availability of sources on particular topics around which teachers may want to build learning programmes. The united front that would thereby be created in the history profession would leave the general public, particularly parents, with the impression that history knows well how to justify itself.

Robert Medley is Head of History and Politics at Forest School, Wymondley, Berks.

Dextrous summary

The Postwar World: An Introduction. By Peter Lane. Batsford, £9.95. 0 7134 5494 6.

Hindsight gives us all 20/20 vision; but there were some people who got it absolutely right at the time. Thus, George Ball, American Under-Secretary of State, advising his President, Johnson, in 1964 "on the war that cannot be won". "The South Vietnamese" he writes, "are losing the war to the Viet Cong. No one can assure you that we can beat them, or even force them to the conference table on our terms, no matter how many White foreign (US) troops we deploy." And so on for just 300 words of concen-

trated, conclusive, irrefutable argument. If only Johnson had heeded him, what an enormous military and political humiliation and accompanying loss of confidence his nation would have spared itself. But no; as a "cowardly President", after the assassination of the charismatic Kennedy, he could not possibly afford to begin his regime with such an anti-climatic climb-down. Or so he thought. Just as Harold Wilson dared not kick off in October 1964 with a devaluation of the pound. Delaying, fatally, the inevitable until 1967, he and his ministers landed themselves in economic difficulties which they were to spend most of their years in office trying vainly to surmount.

One of the points that emerges most

strikingly from this exceedingly able and dextrous summary of world history from 1939 to 1986 is the degree to which almost all leaders and governments are dominated by goals immediate expedience rather than of genuine long-term self-interest. Hardly an original finding, but a depressing one nevertheless. With just three hundred pages at his disposal, Peter Lane obviously has little room for much detail on any particular topic, but this unavoidable thinness of background has not led, as far as I can see, to any distortion of outline. He has brought off a notable feat of digestion and compression; and the choice of supporting documents is extremely acute and apt.

Martin Fagg

Cholera fights back Taking issue

JILL SHEPPARD

In the previous History Extra (April 10), Roy Twiss and Michael Reece did useful service by drawing teachers' attention to features of the programme-makers' craft in television programmes like "The Cholera is Coming". An important function of school television is to provide programmes which may be used for the study of "how" as well as "what". It is, however, a pity when an article which sets out to encourage critical awareness assumes the construction of a programme to be an exercise in obfuscation or bias against understanding.

The authors state that "usually a television programme is used when its subject-matter seems particularly relevant to a specific component of the syllabus, when it seems to offer good background information and/or when it evokes empathy in pupils for other times, places or people." The programme certainly satisfies the first criterion, as well as being a good example of the way in which TV can provide both background information (on the origins, spread, treatment and results of the epidemic) and empathy (by showing a variety of attitudes to effects of cholera on the community, the scientific controversy, and the immediate impact on an individual and his family).

Further, it employs just the wide-ranging variety of sources that GCSE students should be able to draw on: stills from the period, documentation such as registers of death, places, artefacts and quotations. Most of this evidence can be easily comprehended in the context of the programme. However, in two respects perhaps it cannot.

First, the programme does not specifically identify which parts of the dialogue are fictional, "authentic" or "verbalism". Second, no clue is given to the graphics to the significance of the size of the dots indicating the spread of cholera. With regard to the first, the authors appear to suggest that empathy and a sense of the dynamics of social and political action should be sacrificed to the need to identify "the contemporary material" or "everyday" which a character speaks. They also appear to believe that other formalities, such as edited collections of source material, inevitably cover all the "facts" or deficiencies in the evidence. Does not any publication of a lesson which includes or excludes some

pieces of evidence, inevitably reflect the author's, or teacher's, "opinion and judgement"? The criticism that TV documentaries might "more fruitfully be accommodated alongside historical novels" is only as valid as it would be applied to, say, Asa Briggs' "Victorian Cities".

With regard to the second, it might have been possible to supply, on screen or by voice-over information on the statistical implication of animated dots: but at the cost of sacrificing the cumulative impact of the spread of the disease. Surely teachers would prefer the preliminary researching precise figures elsewhere.

In relation to criticism of "the producer's vocabulary", such as using a zoom in on an extant building and then mixing to a reconstructed scene of the events which happened there, surely they are missing the point? In that building, which one can still see today, these things happened. In another context, this would be recognized as a valid exercise in the use of evidence for local history. Why not here?

As to the remark that the black and white stills used to illustrate modern-day treatment of cholera locates it in "the ignorant and primitive past", what do they mean? At this point in the programme the location of the cholera bacillus to polluted water has clearly been identified. Unfortunately, it still exists to many parts of the world today. Would the use of a colour still have been so much more effective in conveying a message about change and continuity?

Finally, the authors do not raise what I believe to be the most important question: who wrote the programme, and what are his qualifications? Paul Hastings is a local historian in good standing who researched the episodes in the programme, a published historian of medicine and a respected teacher of history, well qualified to make the selection of people, events and issues which would do justice to the breadth of the topic and to the stimulation of young minds to insight and evaluation. In underlining the importance of evidence of evidence and critical viewing, your contributors do us a service, forgetting insight are they not asking for all history to be studied from the same grammarian's lesson?

Jill Sheppard is the producer of "The Cholera is Coming" BBC Schools TV.

Governors & Governing

A PRIMARY CONCERN

Maggie Pyne describes an experiment in voluntary appraisal and the benefits to be gained



It's nothing new! Parents have been doing it for years. In our school it's still a favoured activity. Once it is known who will be their child's teacher next year certain parents go about finding out if the teacher "is any good". This judgement is made on the basis of the past year's performance of confidants' children or of the working relationship that the teacher established with parents of the previous class. Certainly there are reputations and myths, not to mention legends, about teachers. But parents are perceptive and many will later admit that their apprehensions were mistaken. Headteachers may tell you that parents often prefer traditional formal teaching in preference to any other styles. But parents have to rely on the evidence available and if this is limited to neat work books carefully marked and lovingly preserved for parents to see, who can blame them?

It's not only parents of course. Childrean rate teachers and so do governors, not to mention headteachers and inspectors. It does not end there, because teachers have views on the performance of individual children, parents, headteachers, inspectors and governors. Most of us in the education system, in any case, feel that we are frequently appraised informally and appraised formally at specific times, while on probation or when seeking promotion. The 1986 Education Act has now changed that. It gives the Secretary of State the power to make regulations about regular appraisal and it could well be that governing bodies would have to ensure that the regulations are complied with in their schools.

The idea of staff appraisal, in the anger and confusion of the pay dispute, led to inappropriate attempts at imposing teacher assessment which were intended to get rid of poor teachers. But staff appraisal should be seen not as a threat but as a professional opportunity; not imposed, but growing from good practices that are part of our school where the learning and development of individuals is important including staff and head. The individuality of children should be respected and enjoyed by adults, their strengths and achievements shared and appreciated.

Children too, should develop this appreciative attitude and be encouraged to work and learn collaboratively. They should be co-operative and enthusiastic and the teaching staff work must hard to develop the children's awareness of quality in their own work and that of their peers. By taking responsibility for their own learning through effort and understanding, the children can explore new ideas and take mistakes in their stride. They need praise and appreciation like everyone else but they also know when it is deserved and they are warm in giving it to other children.

Some children will need time to accept such openness before contributing to the group or accepting what it has to say. Many children find school-based learning hard and the staff find the task of getting them to retain anything a strain. There are children whose emotions sweep all before them, controlling them and ensuring that the learning environment continues calmly for others is exhausting. But we must work as a team to understand the needs of the children as individuals. Start by looking for the strengths and achievements of troubled children before agreeing targets which are broken down into small realistic steps.

Setting up the process of reviewing children in each class for whom a teacher feels concern, it becomes clear that the class teacher can feel threatened by the special needs team (including the head) and see the impending process as an assessment of their handling of the problem. Nothing is further from the truth and this rapidly becomes clear. What emerges is an appreciation of the particular skills and commitment of the class teachers and as time goes on it is possible to use these hidden skills and strengths to offer solutions to other problems.

We were uncovering expertise in a way we had not expected and rewarding it with true appreciation from colleagues. We had begun to create an openness among ourselves which rather belatedly echoed that of the children.

As we improved the quality of the learning opportunities for the children we were developing as a team.

I see staff appraisal as another aspect of this development which is important for the teachers as individuals, for myself as the head and for the school as a whole. An agreed national framework for appraisal is talked of but is not in existence yet and I am not going to predict what it might contain. However this does not stop me thinking about the needs of my school and what I can do to meet them.

Staff appraisal is widely accepted in large industrial and commercial concerns where the easily quantifiable targets make the setting of standards by which to appraise, clearer to all participants. Two years ago I had the opportunity to look at the schemes operated by Cadbury-Schweppes, Abbey National and British Telecom and I am convinced that an appraisal framework similarly constructed, with regard to the needs of the school as an organization and the needs of the teachers and the head as participating members, could be a powerful force for good.

I am not alone in this. As a member of an informal group of headteachers I talked this through with others and knew that several felt as I did. We should not have to wait for the Secretary of State to create a national framework. There were ways in which we could benefit our schools now. We preferred "career counselling" to the current confusions around the word "appraisal". Clearly there were skills to be developed in the appraisal interview and the sooner both participants started to practice these the better.

I decided to start one stage at a time with a voluntary career counselling interview only and tested the idea out on the deputy head. She agreed. One intention was to find out what I expected of me, how I am measured and how I am getting on. I wrote to each member of staff, personally offering them the opportunity to

discuss with me their career development and progress in school. I believed it would be beneficial for them, the school and myself as headteacher. I said that the interview would last about three quarters of an hour and would, of course, be confidential. I would make brief notes and supply them with a copy as soon as possible after the interview. Any queries should be taken up with me.

I set out six points to be covered in the course of the discussion. (i) Any aspect of the teacher's work that had gone particularly well during the year and any aspect that had been disappointing and to set targets for change. (ii) How the management/organizational side of the school had helped or hindered their work and to suggest changes. (iii) To consider my performance as head with particular regard to the coming year. What is expected of me and how can I improve on previous performance? (iv) To discuss career plans and suggestions for their advancement in school and their preference for a particular age group or form of class organization. (v) To discuss the curriculum needs of the school. (vi) How their in-service training needs could be identified and included in the curriculum plans for the coming year.

Initially there seemed to be no response. I waited full of foreboding and wondering if another good idea would sink without trace. First one and then another asked for an interview and I was in business. Not all staff responded. Several, at the end of term, said apologetically that they had "forgotten" about it. In all I met 10 of the teaching staff before or after school, which says a lot for their professionalism and interest. I was impressed by the care with which they had prepared for the interview, clearly thinking about each item on the agenda and in some cases bringing notes. I encouraged each member of staff to do the talking and listened carefully, not justifying anything unless asked to do so. Together we succeeded in creating a professional framework for looking at our roles, the school organization and its needs. We kept strictly to the agenda which focused each of us on our performance during the past year, allowed the teacher to tell me of any difficulty experienced and gave me fresh insights into my role and task.

I found the whole experience very rewarding, very tiring and distinctly nerve-racking. (I was appraised ten times!)

As a head I welcomed the opportunity to praise and appreciate the individual success and efforts of the teachers. I was surprised by some of the things they said about the organization of the school and I shall not find it easy living up to their widely differing expectations during the coming year but I'm determined to try because they were interested enough to think it through and tell me. Along with their personal targets these will be reviewed next year. I liked the feeling of mutual respect and trust. I hope the improved communication and inter-personal relationships will continue with the sense of shared objectives too. I am grateful for the identification of certain problems and other potential problems.

I came up against my own limitations. The worst being exhaustion from concentrating so hard on keeping the interview flowing smoothly, on task and to time without missing anything being said. Some teachers were very self-critical, others asked for specific help. Each was thoroughly professional in their attitudes and comments and clearly had the well-being of the wider school at heart. They were all tense and anxious at the start but relaxed and gained confidence by the finish. Only now have I realized that I did not ask what they felt about the interview so do not know if I met my criterion - that the interviewees should leave with an enhanced or at least a maintained self-esteem; a feeling of having been listened to and responded to with empathy; and having been asked to help in solving the problems or difficulties that had been identified. Oh well next time perhaps? That is, if Mr Baker has the same criterion!

(Maggie Pyne is the head of an LEA primary school)

- ☐ Curriculum: legal obligations **Week 1**
- ☐ Governors & the Education Acts
- ☐ Scotland
- ☐ Ted Wragg's comment
- ☐ Fact file

- ☐ Curriculum context **Week 2**
- ☐ Police
- ☐ Sex education
- ☐ On being a governor
- ☐ Case study
- ☐ Ted Wragg ☐ Fact file

- ☐ Pupil discipline: do's and don'ts **Week 3**
- ☐ Staff: appointments, disappointments
- ☐ Case study ☐ Ted Wragg
- ☐ A governor's view

- ☐ Ethnic & parent governors **Week 4**
- ☐ Relationships
- ☐ Welsh woes
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file

- ☐ Finance **Week 5**
- ☐ Voluntary aided schools
- ☐ Local financial management
- ☐ Case study ☐ Fact file
- ☐ Ted Wragg

- ☐ Annual meetings **Week 6**
- ☐ Opting out
- ☐ Letter to a new parent governor
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file

- ☐ Examinations **Week 7**
- ☐ Training needs
- ☐ Assessment: responding to change
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file

- ☐ Teacher appraisal **Week 8**
- ☐ Primary matters
- ☐ Future developments
- ☐ Case study
- ☐ End of term exam

All eight parts of this series will be available in a consolidated format from mid-December at £1.00 (inc p & p). The series wallet, a handy A4 size, is available for £1.25 (inc p & p). Send cheques/POs, payable to the Times Supplements, clearly stating your requirements (e.g. part/wallet/both) to Nigel Denison, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

COSTUME OF ANCIENT EGYPT
Philip Watson
07134 5329 X

COSTUME OF ANCIENT GREECE
David Symons
07134 5327 3

VICTORIAN SOCIAL REFORMERS
Michael Rawcliffe
07134 5031 7

IRELAND: From Easter Uprising to Civil War
Michael Hodges
07134 5542 X

Over 60 illustrations hardback £7.95 each

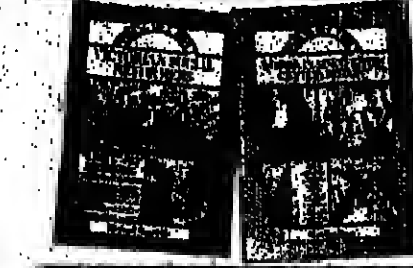


COSTUME OF ANCIENT GREECE
David Symons
07134 5325 7

Over 100 colour and black and white illustrations hardback £8.95 each

WOMEN IN NINETEENTH-CENTURY BRITAIN
Madeline Jones
07134 5049 5

Over 100 colour and black and white illustrations hardback £7.95 each



THE ENGLISH CIVIL WAR
Linda Mendes
07134 5369 1

BATSFORD

Batsford Books should be ordered by your usual supplier, but can be ordered direct from us: B.T. Batsford Ltd, 4 Parkside Street, London W1H 0AH. Tel: 01-460 6846

Governors & Governing

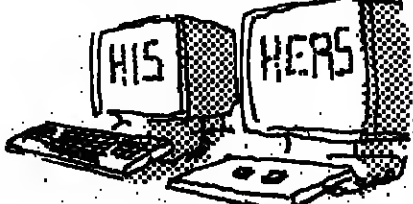
QUESTION & ANSWER

Our school has a very good equal opportunities policy, which was drawn up by a working party of governors and staff. Yet when I went into school the other day on a regular governors' visit, I noticed that in the computer workshop, the boys were getting far more time on the machines than the girls in the group, and were very impatient when a girl ran into difficulties. Most of the girls seemed quite happy to do the job of recording what was going on, rather than taking an active part. Was I right to be concerned?

This demonstrates how it is not enough to produce an equal opportunities policy on paper, however good it is. The school and the governors also have to make sure that it is carried out. It is especially important for girls to become familiar with computers which will be taking over many of the routine secretarial and clerical work traditionally performed by women. This is no great loss, as long as women get a fair share of the jobs associated with the new technology.

Teachers need to be aware of the pitfalls of just letting them get on with it. Boys probably get more encouragement at home to use home computers, so they become more proficient, (frequently more proficient than some members of staff assigned to teach them). Girls may need extra help in catching up. Some schools find that single sex workshops in the early stages help to give girls more confidence.

It is a good idea anyway when you have been visiting the school, to have a word with the head afterwards, and that would be a good moment to mention your worries. You could also ask for the computer education programme to be discussed at the next governors' meeting. That will have several merits. The governors will be able to inform themselves of the aims and objectives of the use of computers in the school. You will be able to raise your concerns in a more neutral, less threatening way. It may also concentrate the minds of the staff about this.



Our church primary school is very popular and we have far more children applying to come into the reception class than we have room for. Several parents have complained to me, because they know I am a governor at the school. They say that even though they went along to the school a year before their child was five, they have been told that there was no place for them. I thought that parents had a right of appeal if they were refused a place. What responsibility do the governors have for admissions? We never seem to discuss this at the governors' meeting. This is a common complaint about popular primary schools. Heads do not always realize that the provisions of the 1980 Education Act which give parents a right of appeal to an independent appeals tribunal apply just as much to children starting school as to secondary transfer. Parents are often refused a place because the head knows that the reception class will be full of children who live nearer the school. But this does not alter the right to be told the reasons why they can't have a place, and that they can appeal against the decision.

Governors in a voluntary aided school have the responsibility for deciding how places should be allocated though they usually delegate the actual admissions to the head. They should still satisfy themselves that the arrangements meet the law, by making sure that the criteria for accepting children are clearly stated, are administered properly, and that the decisions can be shown to be fair at an appeals hearing.

In most county schools, the rules for admissions are decided by the I.E.A., though under the 1986 Act the governors have a right to be consulted. This does not absolve the governors from making sure that the rules are administered fairly in their

A professional matter

APPRAISAL

Ted Wragg asks how he should set about the compulsory appraisal of teachers

When Sir Keith Joseph first announced that the performance of teachers would be regularly appraised there was a mixed reaction. Some teachers, mindful of their own training days when they were perhaps shredded by a teacher or tutor during their teaching practice, were worried about how appraisal would be carried out. Members of the public, especially parents of children who were unhappy with one of their teachers, hoped it would help weed out the incompetent.

The 1986 Education Act has now made the appraisal of teachers compulsory by law, and pilot schemes have been launched in a number of areas this year. In several individual schools and in local authorities like Suffolk, experiments have been taking place for some time.

One of the difficulties facing those who will be responsible for appraisal (and the detail of how it will be done has not been spelled out in the Education Act), is the nature of teaching itself. In some kinds of human skill it is easy to measure competence. Ask a professional violinist to play a few bars of music, an international sprinter to run 100 metres or a glass blower to make you a figurine, and the level of skill will be apparent immediately.

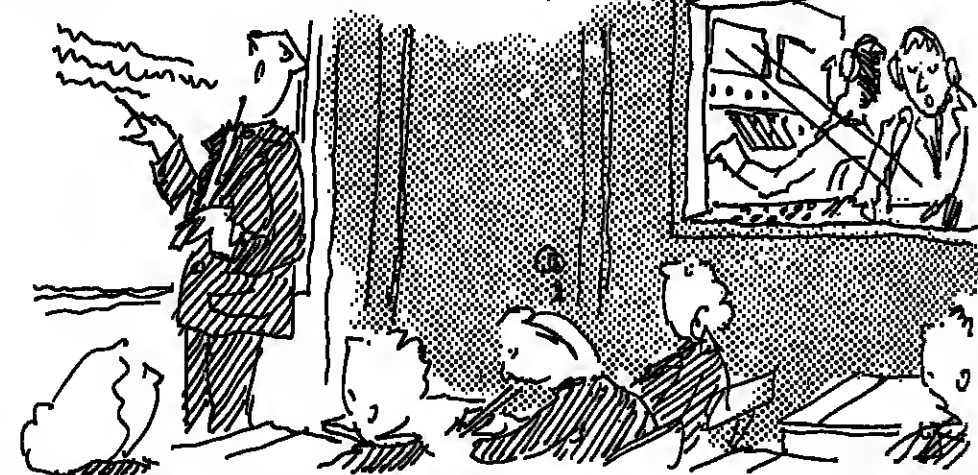
It is not so easy to pick up the subtleties of teaching skill, because most of what teachers do is based on a medium to long-term time scale rather than an explosive burst. One may well witness a brilliant explanation of a difficult concept, a skilful use of humour to defuse a potentially difficult situation, or an expert display of subject knowledge in answer to pupils' questions, but it is equally likely, in other classrooms, that children will simply be getting on with their work and the teacher may appear to be "doing" very little.

The notion of "performance" does not usually go down well with teachers. The word has two associations, one the input-output industrial model with end products like consumer goods, the other that of the theatrical display enacted centre stage. Teachers do not like the idea either of being thought of as part of an assembly line, or of being under pressure to dominate the class when under observation.

Like other professional people they do have some responsibilities, to teach basic skills in the primary school, for example, or to teach a specialist subject in a secondary school, for which they can be called to account. But society also charges teachers with grand-sounding but elusive objectives like "realizing the full potential of every child", or "developing responsible adults for the world of the 21st century". Teachers are only one influence on children, alongside parents, family, friends, mass media and commercial pressures, so they can neither take all the credit for eventual success nor all the blame for subsequent failure.

The introduction of compulsory appraisal raises several issues, such as how it should be conducted, who should do it, what criteria of judgement should be employed, and what should be the outcome of evaluation. Most teachers feel that classroom observation should form a central part of any appraisal. They would not like to be judged on hearsay or rumour. Thus most would be happier discussing an actual lesson they had just given, rather than engaging in vague exchanges about whether their classroom seemed a bit noisy when the head walked past.

A considerable amount of research has now taken place in the analysis of teachers' professional skills. Frequently observers will focus on such features as class management and control, the teacher's use of questions, the ability to explain clearly, the nature of the task being set for pupils and the extent to which it matches their ability and present level of achievement, relationships with children, and the degree of involvement children show in their work. Related matters which can be studied by a mixture of observation and interview include lesson preparation and planning, the teacher's own knowledge of the subject or fields of know-



ledge being studied by children, the monitoring and assessing of children's work, and pastoral care of pupils.

Teachers may ask as many as 300 or 400 questions every day, so their ability to choose the right language for the age or ability of the child or class concerned is crucial. Questioning is just one of many professional skills which can be studied and improved upon as part of the appraisal process. We did a study recently of primary teachers, explaining the characteristics of insects to eight and nine-year-old children. The teacher who obtained the highest test scores from his pupils began his explanation with a single question, "Is a bird an insect?" By getting the class to compare an insect with something different but similar he managed to teach them all the important characteristics of insects in a concrete and memorable way.

The issue of who does the appraising raises several important matters of principle. In a number of professions which already have some systematic form of appraisal, such as the BBC, the police, the civil service, the armed forces and various industrial concerns, the structure of the organization is often a tall thin triangle with a chief officer and flats of graded ranks in the rest of the hierarchy. Many heads of schools have tried to create a less hierarchical structure with only two or three tiers in it, perhaps with a management team consisting of the head, deputy and senior teachers and the rest of the staff equally ranked. Such schools need a more collegial style of appraisal rather than an authoritarian one.

Appraisal can be undertaken by a superior or indeed by people of equal rank. Some of the best work we did during the Teacher Education Project, funded by the Department of Education and Science at the universities of Exeter, Leicester and Nottingham, involved pairs of teachers working together to observe, analyse and improve each other's teaching. It was greatly appreciated by those who took part and by no means the soft option that peer appraisal is often thought to be. Provided there is a proper structure, which allows teachers to focus on matters of importance when they observe each other, it can lead to clear improvements in teaching quality of both participants.

One important matter, especially in the appraisal of senior staff, is the availability of outsiders to take part in the evaluation. There is a danger that an exclusively school-based appraisal might lead either to complacency or to a complete whitewash, because it is difficult for teachers in one school to know what other schools in similar circumstances can achieve. One solution is for more I.E.A. advisers to be appointed, and for teachers and heads to be released to visit each other's schools. This allows for specialist appraisal and is a better solution than hiring a separate set of people called "evaluators". In some countries where such evaluators exist they are doubly bated figures, having no roots in the system and often seen as bureaucrats who have no impact on the quality and process of teaching.

There has been considerable debate about how the appraisal should be reported. I have always been strongly opposed to secret evaluations, and some of the most successful appraisal schemes involve the person being appraised having an interview to discuss progress and future plans, being allowed to say any written report, and indeed add comments to it, and generally being involved as a participant rather than as a victim. Since the improvement of teaching is in the hands of teachers themselves, rather than appraisers, and indeed self-appraisal is going to be central to any effective scheme, it is imperative that alienation through

excessive secrecy should not take place.

One of the most important aspects of an open appraisal system is that it allows proper discussion of a teacher's future plans and professional development. It would be grossly unfair for someone to write an appraisal of a primary class teacher and say "your language and number work are excellent, class and individual topics are well conceived and monitored, relationships with children, parents and other teachers are good, but your science work is ill-informed and far too cursory", and then leave the teacher unsupported. In these circumstances most would admit their poor performance in science and ask to be allowed to attend a course in primary science to improve their knowledge and confidence. A responsible appraisal system will build in proper after-care.

The hope that incompetent teachers may be weeded out by the introduction of an appraisal scheme may not always be fulfilled. Teachers will still be protected by unfair dismissals legislation, and American research in areas which have well established appraisal schemes has shown that the cost of dismissing a teacher can be around \$166,000 in time, energy and legal costs. Heads of American schools often inflated annual ratings to avoid going down the tortuous route to full dismissal or moved poor teachers around different classes to limit the damage.

Most incompetent teachers fail on several criteria: inability to keep order, impart subject matter effectively, accept advice, treat pupils properly or achieve a reasonable standard of work from them. What systematic appraisal should do is identify those who are consistently incompetent, offer them every help, and, if all attempts to improve the teacher fail, at least provide a fully documented case for dismissal, because some attempts of dismissal in the past have gone amiss through lack of proper documentation, written warnings and remedial action.

Finally, there is the question of whether people other than professionals should be involved in the appraisal of teachers. Pupils can provide feedback for teachers rather than appraise them directly, so small group discussions or an occasional written questionnaire can give teachers valuable, if occasionally threatening information about level of interest of a topic or field trip, whether pupils have understood, been fully stretched or found themselves baffled by a particular activity or lesson, and so on.

So far parents are concerned the difficulty is that they receive information second hand from their children. Again the best use of their intimate knowledge of their children's reactions to school might be indirect rather than direct, fed into the head's consciousness, sometimes, perhaps, by governors, provided the information is well substantiated. There should, of course, be an even-handed reporting by parents of the many good features of teaching as well as complaints.

In answer to the question "Should governors sit in on lessons and appraise teachers?", however, my answer would be a firm negative. Governors should be kept fully informed about a school's appraisal procedures, should contribute to discussions and should certainly know about the nature of appraisals especially if there are serious criticisms, but I would advise strongly against lay people thinking they can actually conduct expert lesson appraisal. That is a professional matter.

E. C. Wragg is professor of education in the University of Exeter. He is the author of the book "Teacher Appraisal: a Practical Guide" published by Macmillan, price £3.95.

Horses for courses

John Sallis provides a selection of further reading and a list of useful contacts

BOOKS AND BOOKLETS

School Governors' Guide by Barbara Bullivent (80p)

Home and School Council 81, Rustlings Rd., Sheffield

The Effective School Governor by Joan Sallis (£1.25)

Advisory Centre for Education 18, Victoria Park Square, London E2 9PB

The School in Its Setting by Joan Sallis (£1.25)

More Questions Governors Ask by Joan Sallis (£3.25)

Summary of 1986 Education Act by Joan Sallis (£2.25)

Planning Your School Prospectus by Felicity Taylor (£2.25)

A to Z of Education by Elizabeth Wallis (£4.75)

Special Education Handbook by Peter Newell (£3)

TRAINING PACK

A pack for a one-day training conference, containing training exercises and group leaders' notes, summary of 1986 Act, brief for speakers and leaflet on what being a school governor means. Suitable for self-help training. Pack £3 post free, individual items 50p with s.a.

Campaign for the Advancement of State Education, The Grove, High Street, Sawston, Cambridge



SIX ACE INFORMATION SHEETS

Annual Parents' Meeting—50x Education—Police in Schools—Exclusion—Teaching Controversial Matters—Governors and the Curriculum—(50p per sheet + 25p p and p. Full set £3 post free)

Education Rights Handbook (£3.50 post free)

Children's Legal Centre 20, Compton Terrace, London N1 2UN

School Governors' Handbook and Training Guide by Tyrrell Burgess and Anne Sofer (£5.95)

Kogan Page

A Handbook for School Governors E. Wragg and J. Pertington (£4)

Methuen

School Governors K. Brooksbank and Keith Anderson Second edition (1987) (£7.75)

Longmans

School Governing Bodies Ed. Maurice Kogan

Heinemann

Parents' Rights in Education by Felicity Taylor (£3.95)

Longman Self Help Series

A Parent's Guide to Education by Maureen O'Connor (£3.95)

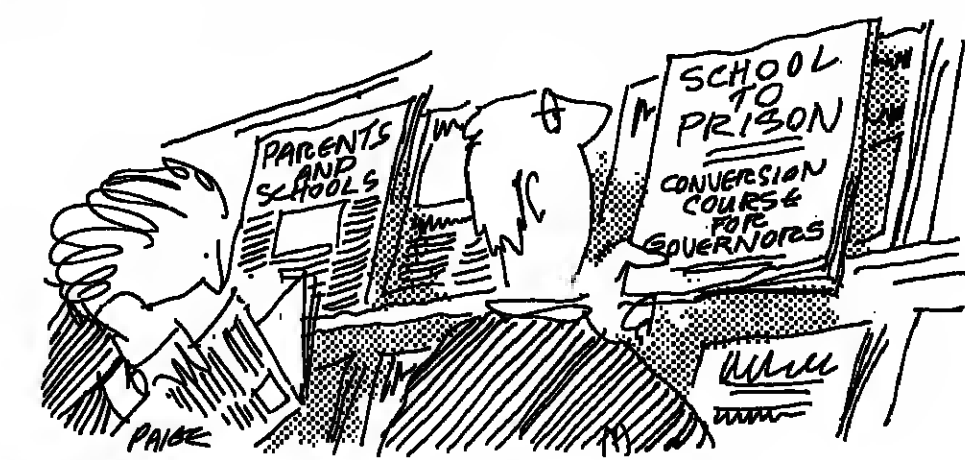
Fontana/Collins

Why Don't Teachers Teach Like Like They Used To?

Hilary Shipman

by Rachel Pinder

Governors & Governing



MAGAZINES

ACE BULLETIN

Six issues a year by post, £7.50pa Contains regular feature for Governors

Advisory Centre for Education (as above)

SCHOOL GOVERNOR

Ed. Felicity Taylor,

Quarterly by post £14pa

PARENTS AND SCHOOLS

Terminally by post £2

Contains regular page for Governors

*Pre-date 1986 Act but still good reading

73, All Saints Rd., Birmingham B14 7LN

CASE, 43, Boyne Rd., SE 13

HELPFUL ORGANISATIONS

Campaign for the Advancement of State Education. (CASE) 25 years old. Campaigns for better state education facilities throughout life, not dependent on home circumstances, sex or race, and more public involvement in schools and colleges. Worked for parent, teacher and community seats on school governing boards.

CASE The Grove, High Street, Sawston, Cambridge

National Association of Governors and Managers. (NAGM) Has worked for many years for more community based and effective school governing bodies. Promotes and organises training for governors. Publishes many helpful information sheets on various aspects of governing schools.

81, Rustlings Road, Sheffield

National Confederation of Parent/Teacher Associations. (NCPTA) represents the home/school movement, promotes parent involvement in schools and on governing bodies, has helped with governor training in many areas.

43, Stonebridge Road, Northfleet, Gravesend, Kent

Advisory Centre for Education (ACE) Gives free advice to parents on educational problems. Works to promote more responsive schools. Publishes a magazine and many governors' guide books.

18, Victoria Park Square, London E2 9PB

Home and School Council Publishes many simple and inexpensive booklets on various aspects of home/school co-operation.

81, Rustlings Road, Sheffield

Open University Pioneer in distance learning for governors. Ran a very well-respected course, materials still available.

Walton Hall, Milton Keynes, Bucks

Action for Governors' Information and Training. (AGIT). New co-operative organisation of local authorities, parents' groups and academic institutions working to improve facilities for training school governors and to spread good practice.

c/o Community Education Development Centre, Briton Road, Coventry

CASE STUDY

All too keen

This is the suggested solution to the final training exercise in the series devised by Joan Sallis to give governors practice at the sort of problems which often crop up. They can be used in formal training sessions or by small informal groups on a self-help basis.

Last week's case history examined the conflict arising when a keen parent governor antagonized the head.

This headteacher finds it very disturbing that someone other than herself should be involved in communication. This is a common and not unnatural reaction to a new situation. Bill Keene has done nothing wrong. The agenda and governors' non-confidential decisions are meant to be available to parents, and few schools have very good arrangements for giving effect to this right. The I.E.A. official was in my view using a proper distinction to draw a wrong conclusion. A parent governor is not a delegate mandated by parents, but to say that she does not represent them is silly. Of course, we must act with maximum awareness as the Taylor Committee put it, of the feelings of those who elected us, and this means communicating. We must, of course, be scrupulously careful to observe confidentiality and be discreet about the detail of discussion.

Having said that, governors can only work within a framework of friendly acceptance by the school. They are largely dependent on the school for the means to communicate, and Bill should not have asked teachers to distribute notes without the head's agreement. Far better to go to her first, say that he had thought of sending a brief communication with her permission, and showing her what he intended to say. He could have undertaken not to send out anything without showing it first. (This doesn't necessarily mean accepting censorship, but one thing at a time.)

Individual complaints are difficult. A governor must try not to become a complaints box, and avoid getting drawn into issues unless they concern many parents, in which case they must be taken up. Parents should be encouraged to raise purely personal anxieties themselves. Sometimes,

however, schools don't make it easy, and less confident parents need help. If there are a lot of complaints reaching a governor, it suggests that a school is not open enough. It may think it is, but it is what parents feel that matters. What Bill should do is to say to the head: "Look, I don't want to listen to individual niggles. It isn't my role, and I feel disloyal. I'd sooner people came to you. Couldn't we tell them that at a particular time you or a class teacher would always be available?"

It is always best for a governor to begin his or her relationship with the school on a positive note. Most schools have something they are proud of, do specially well. Finding out who is responsible for these special things and seeing them work, encouraging and publicizing, will start the relationship with the school on the basis of shared enthusiasms.

Governors & Learning

Forward looking

Joan Sallis argues that a lot needs to be done—especially in creating a more positive attitude by heads

But first we must look back. For the eager and impatient, progress may seem slow. Many governors still suffer frustrations because for every really good idea, it's the wrong time, the wrong place, or there is no money. A few heads and teachers are wary and defensive. Remember that some have had experiences of a discredited old system, and we have yet to shake off the guilt hanging in other times, places and participants. Sometimes they are defensive for they fear participation will become another privilege for the strong, confident and well-informed, and that the efforts of such governors will add to the inequalities in our schools. We have to cure for all the children, and go on working to hand over the torch to these less strong, confident or well-informed.

Governors often feel that the L.E.A. are more interested in telling them what they can't do than what they can. They get frustrated with the slowness of everything. They find it hard to open up communication in schools, and don't know how to deepen their involvement beyond the carol service and harvest festival.

We must look at how far we have progressed. Twenty years ago, school government was almost a joke, irrelevant at best, corrupt at worst. Ten years ago the recommendations of the Taylor Committee (now a sort of prompter's copy of the 1986 Act and hardly controversial) were being revised as dangerously revolutionary. "In busybody's charter", or moonshine idealism. Five years ago many L.E.A.s were struggling to establish individual boards of governors where previously they had grouped schools in handfuls or hundreds for the purpose. Elected parent governors were still a novelty in church schools everywhere and in all schools in a few areas. We have come a long way, but even this progress is only a comma on the pages of history.

Governing bodies can only benefit by being released from the possibility of L.E.A. control. This will strengthen local government given a chance, since a strong voice for the school is also so for the local service. As soon as people can't wield power merely by being there and putting their hands up, they seek influence through their words and manifest commitment to the school. This changes the nature of debate and it changes people.

In some areas the reality will lag behind the law. If you take too long finding your place, the election of chair and vice-chair may be all over, and the same old people in. And if the law says that governors' affairs must be open, you may be surprised at how unreal the right to be informed can be when nobody makes proper arrangements to give it effect. You may find that a reference to the curriculum is still greeted with a shocked silence.

Patience, tact, and tolerance must be the new governors' stock in trade. They must

always expect the best of people. They must above all build relationships on positive things, find out what a school is most proud of, get to know the people responsible, encourage and advise it. We are not just a supporters' club in woolly hats and striped scarves. Uncritical friends and blind support are useless. Frank relationships will best grow from shared enthusiasms.

But what do we need from others if we are to advance to a whole school partnership? We shall have important and difficult decisions to make in the years to come, and the responsibility for the cohesion of the local service, its will to co-operate and not compete, community roots and its core for all children, may rest heavily on our shoulders. We may have to do for the local service of education what it can no longer do for itself—give voice to its values and reject the mean and self-seeking attitudes which the proposed new legislation may encourage. Someone must speak up for those children whose schooling is beset with problems: to ensure their place in the brave new world of the Great Education so-called Reform Bill.

We need headteachers to adopt positive attitudes to the whole venture, and see the scope for increasing their real authority—no different from authoritarianism—through a process of debate and consent. We need them to have a vision of the partnership for which we, suitably encouraged, could form a focus. We need them to have high expectations of us, share unanswered questions with us and to trust us with their problems. We need them to build structures whereby we can involve ourselves routinely in schools. There are many good models.

We need L.E.A.s, heads and teachers to be striving, always with our help, to make governors work a living and visible force in the school. That is the key to more participation. We need them to prepare for election, annual meetings with parents, governor events, all the time, not just when imminent, and approach them with the imagination they find for other things.

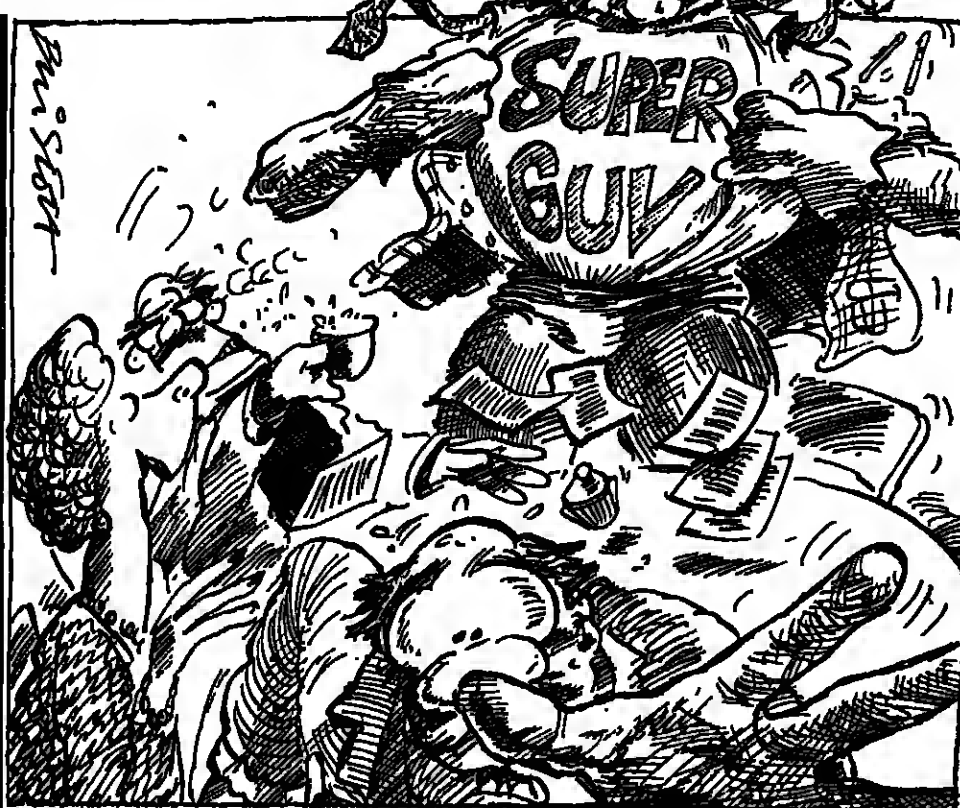
If participation is to work, efforts are needed to broaden parental involvement, and overcome the low self-esteem of so many whose role has been de-skilled. They need convincing that schools need their help, not just welcome it. The key is home help with learning schemes and opportunities for adults to learn skills in schools.

We need real support structures if the new rights are to work. Parents can't read governors' minutes in corridors or cold offices. Their right to read things will not exist in reality until all schools have a place for parents; a room, corner, or drop-in centre.

Open, lively parents' organizations are essential for good communication. We need efficient information systems in schools, and well-accessed guides, ideally in a loose leaf form which can be promptly updated.

We need open participatory training, not the parroting of rules made by others. But we don't need training to become pseudo professionals. But help to be effective in our ordinaryness, and for our ordinaryness to be respected and needed.

It always has been needed.



End of term exam

Ted Wragg

Governors who have worked their way through all the material presented in *The Times Educational Supplement* during the last few weeks are to be congratulated. However, as in many modern examinations, once you have completed the coursework, you have to take the test. The quiz below is light-hearted but serious enough. It is not a properly validated test, merely a set of questions about being a governor. Score one point each time you are able to respond "Yes" or give a correct answer which can be verified.

A Curriculum

1 Have you read any curriculum statement the school may have prepared in recent years?
2 Do you know if the school operates through separate subjects or on blocks of time for integrated project and topic work or both (primary)?

Or do you know if the school teaches subjects like Biology, Chemistry, Physics, History, Geography, separately or through integrated fields like combined science and humanities (secondary)?

3 Do you know what schemes, if any, is used for number work or mathematics in your school (primary)?

Or do you know what choices are available to children at the "options" stage (secondary)?

4 Do you know what the school does for children who are exceptionally able or who learn more slowly?

5 Could you say what the school is doing to deal with new technology such as micro-electronics and the micro-computer?

B Teachers and teaching

1 Have you talked to any teachers in the school about their views on current issues in education?

2 Do you know what sort of in-service courses teachers in the school have been attending?

3 Have you talked informally to the head about life in the school and about matters such as teacher appraisal?

4 Do you know how teachers monitor and assess pupils' progress?

5 Have you asked teachers what difficulties they may be facing or what they may need to do their job more effectively?

C Parents and Community

1 Have you ever asked parents what they like or dislike about the school?

2 Have you ever attended a parents' meeting?

3 Have you visited different parts of the school's catchment area?

4 Do you know what jobs parents in the area do, or what level of unemployment there is?

5 Are you familiar with any use made of the school outside normal hours by members of the community?

D Children

1 Have you talked to any children in the

school (other than your own if you are a parent governor)?

2 Have you been to watch any of the children's plays, concerts or sports?

3 Have you looked at any of the children's work, either on display or anywhere else?

4 Do you know how the school handles children with learning or behaviour problems?

5 Do you know what leisure interests children in the school enjoy?

E Organization

1 Do you know how decisions are made in the school about policy and curriculum?

2 Do you know the names of your fellow governors?

3 Have you ever attended a meeting of the education committee?

4 Could you understand a simple financial statement about your school's budget?

5 Would you know how to get an item put on the agenda of your governors' meeting?

F Action

1 If an urgently needed building project were continually deferred, would you know what action to take?

2 Are you willing to "get things moving" if governors' meetings become tedious or pointless?

3 If your school were threatened with closure, would you know what to do?

4 Have you ever volunteered to do anything at a governors' meeting?

5 Do you tend to sit silently at most meetings or defer to the head or chairman?

Scores (out of 5)

A Curriculum
B Teachers and Teaching
C Parents and Community
D Children
E Organization
F Action

TOTAL

Total score

25-30 You must frighten the life out of your fellow governors, the head and staff with your knowledge and energy. Do you ever sleep, pause for breath, say hello to the budge or your family, or for that matter, tell the truth in magazine quizzes?

18-24 Congratulations, you are a black belt governor. Two or three like you and the local authority will go bankrupt because your school will get all the resources.

11-17 You are probably strong in some sections of the quiz and weaker in others. See if you need to work at aspects where you obtained a low score.

1-6 If you are a new governor you have probably not yet had time to learn about the school, but if you have been a governor for several years, ask yourself how you can be more effective.

0 Resign, but only after checking your pulse. You may have passed away at a boring governors' meeting and been allowed to stay on posthumously.

For British read English

Cultural imperialism

RICHARD BROWN
CHRISTOPHER DANIELS

How is it possible for a multi-cultural curriculum in history to be developed when history teachers' approaches to British history are far from being multi-cultural? Schools and examining groups continue to produce schemes of work and syllabuses which are called "British" but which are, in effect, essentially English in orientation and values. We want to examine the reasons why this situation occurs and suggest ways in which it may be eliminated.

Any country which seeks to take over and assimilate other countries must seek to establish not merely political but cultural dominance over the subject people. This means destroying or, at least, denigrating their heritage—history, language, customs, ways of life—and substituting the heritage of the dominant people. This process of cultural imperialism has been evident in Wales, Scotland and Ireland, reinforced by a system of education that preached alien values through an alien church and language, and maintained either by replacing the native elites with "planted" English people or by making the native elites' economic survival dependent on subservience to the English economy and English values—the twin processes of colonization and anglicization.

The effect of this on history in schools has been twofold. Pupils in English schools tend only to examine the histories of the three other kingdoms when their affairs caused or effected responses in England. So the accession of James VI of Scotland to the English throne in 1603 is studied but then Scotland is submerged until it is almost forgotten. English policies led to open confrontation. Yet the Scottish response is only important, it seems, because it caused Charles I to call an English Parliament. This may be quite justifiable, you may think, since Scotland was a separate kingdom in the 17th century. But the situation does not change when we examine the 19th century. You could be forgiven for believing that nothing happened in the first half of the nineteenth century in Ireland apart from the Great Famine of the 1840's. Also, most pupils in Ireland, Wales and Scotland do a course in their own history whilst, though it may be related to England is rarely connected to the history of the other two countries.

Both these approaches have the following effects. They reinforce our ignorance of each other; they fail to generate a British (or European) perspective of change and continuity through time and lead to a fragmented and culturally dysfunctional history curriculum and, they perpetuate the myths of "barbaric Celts" and "land hungry English" of exploitation and resistance. Finally, they fail to acknowledge that a holistic approach gives a different perspective on the course of British history.

Higher education merely reinforces the situation in schools by turning out teachers with an ignorance of British as opposed to English history. If one of the justifications for studying and teaching history is to increase our understanding of British society in the past, this will not do. Those, and we are oversimplifying their position, who argue that history is simply a process and a means of teaching skills have



Famine in Ireland 1843. The only significant happening in 19th century Ireland?

neglected the social purpose of history, the means of placing individuals in their context.

So how should things change? The emphasis in British history should be placed on its national dimensions. This should not be nationalistic history, though nationalism is an issue of major importance in Ireland, Scotland and Wales and is something that pupils should study. It is only through a national approach that many of the myths of the past can finally be understood and evaluated. We suggest a sixfold approach to the issue of British history. First, while not wishing to burden pupils with yet more content, we suggest that all pupils up to 16 should have experience in modules of British history as part of their "core" history curriculum.

Second, one approach for determining this core should be through identifying concepts, attitudes, values and experiences which are common to England, Wales, Scotland and Ireland as well as those which apply only to individual parts. How, for example, did the concept of "belle" apply to England compared to Wales, Scotland and Ireland in the 17th century? Where were the points of similarity and difference?

Third, approaches to GCSE should be based on British not just English history in these syllabuses offering, for example, social and economic history. At present most British syllabuses do not do this. The integration of Scotland, Wales and Ireland into chapters of textbooks, not placed in separate sections at the back of such books, would be an excellent way of persuading pupils and their teachers of the value of an integrated approach. Have we got a far-sighted publisher who will introduce this in their next series of books commissioned for 16 and 18-plus use?

Fourth, as well as the English rather than British element there is also the tendency to treat England as one unit. Regions and counties need to be considered too, as a lot of generalizations are based on selected aspects of the country as if they were representative of the whole. Many English counties are almost completely neglected in history teaching, unless you live and teach in them: Northumberland, Cumberland, Westmoreland, Herefordshire, Devon, and Cornwall (using their historic titles) to name but a few. We should be introducing the diversity of "the kingdoms old", as Andrew Marvell wrote of them in 1650, as well as their similarities.

A good example of what can be done with aspects of regional history can be shown in the Cambridge Syndicate's A

level special subject "Mid-Tudor Crises, 1536-69". Here a varied range of rebellions clearly illustrates regional diversity: the North's commitment to monasteries and chivalry, particularly strong in Lancashire, during the Pilgrimage of Grace; the 1549 risings in Devon (motivated in part by religious sympathy to the new Prayer Book, and also by fears of taxation on the woolen industry (strong in Devon because of the amount of enclosed pasture) and Kett's Rebellion in Norfolk and Suffolk; Wyatt's Rebellion of 1554 in Kent; the Northern Rebellion of 1569; and other smaller, more localized or less successful disturbances. This course offers a splendid opportunity to illustrate the diversity of the national experience as well as its common features.

Fifth, this means changing the emphasis of courses leading to degrees and teaching qualifications, and developing INSET for those teachers unable to deal with the British and regional experience.

Finally, we should be looking at developments in Ireland, Scotland and Wales because of their historical value in their own right, not just as adjuncts to English experience, and for their importance in qualifying our views of that experience.

Understanding the past, in all its diversity, should be a central element in the education of all pupils up to at least 16. The study of British history should be the basis for that understanding, not because it is inherently more important than the history of the Soviet Union or India or South Africa, but because it deals with a society which we think we know and which increasingly most of us do not know. If one of the functions of learning history is to develop critical faculties then it is important that pupils should be asked to confront the problems and issues of their own society placed in their historical context so that they may propose solutions to contemporary as well as past problems. If power is about understanding self, then individuals unable to place themselves in their national context (as well as an international one) will always be without power, without the ability to question, understand and be original. Through the past we can understand the alternatives futures open to us.

Richard Brown is teaching History at Marshhead School, Dunstable, Beds and is joint editor of "Teaching History". Christopher Daniels, Cullford School, Suffolk, is a member of the Council of the Historical Association.

Romping with Alfred

Presenting the Past:
Book 1: Invasion and Integration. By Haydn Middleton and Henrietta Leyzer. £3.95. 0 19 913300 X. Book 2: Rulers and Rebels. By Haydn Middleton. £3.95. 913301 8. Book 3: Reform and Revolution. By Derek Heater. £4.95. 913313 3. Oxford University Press

Alfred and the Cakes, not once but four times; that sums up the strengths and occasional weaknesses of this glamorous series. So far as content is concerned, this is traditional stuff, but its presentation meets today's craving for evidence, evaluation and interpretation. Its romp through English history, has unexpected additions and surprising twists, but in the main concentrates on familiar kings and battles, slipping in snippets of social background as appropriate and launching out to deal with foreigners whenever their revolutionary behaviour impinged on English consciousness. The narrative is clear, with a sharp eye for revealing detail; but it sacrifices the smooth flow of second-hand story-telling to incorporate at every turn lengthy gobbets of primary material. Hence the four versions of Alfred's upset; but in this case they all derive from a single dubious original, and the effort seems rather wasted.

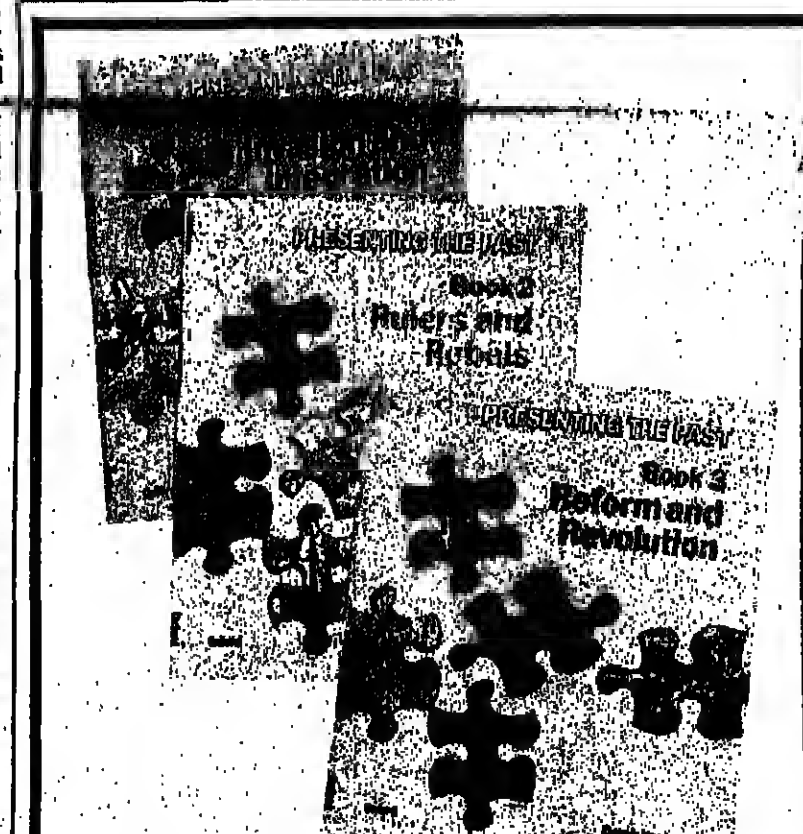
When it comes to "presenting the past", you can rely on OUP and its authors to do so colourfully and efficiently. There are gaps; earth-shattering events like the Industrial Revolution just happen, with no noticeable

causes and strictly limited results; Scotland, Wales and Ireland appear mainly in order to be conquered; and you must look elsewhere for the customary preliminary, center round Mediterranean civilizations and British prehistory. But most topics likely to turn up in a three-year course are covered, with clarity and in depth. The sources quoted so liberally are well chosen, often unfamiliar; Anna Comnena comments caustically on the crusading bosses who pestered her father, while moderns like Robert Graves, Seamus Heaney and Peter Laslett are roped in to supplement inadequate contemporaries.

The pictorial evidence is superbly reproduced. It ranges from Ottoman illuminations and Canterbury's miracle windows to lurid paintings from the Flemish Renaissance and glamorous images from Hollywood and Maoist China. Most pictures, but not all, are adequately identified; most are used sensibly as evidence. Photographs, diagrams, cartoons and excellent maps all help, though slips creep in: East Prussia's absence from post-1919 Europe leaves the Polish Corridor looking lost, while Kerensky and Imre Nagy are cleverly disguised; and that imaginary Medieval village has now a neat fence around its open fields. Nor is the text faultless, missing up the tale of the Rainhill trials, for example.

These are minor blemishes in a first-rate textbook series, soundly written and splendidly illustrated in an attractively packaged blend of old and new.

Tom Corfe



The people! The stories! The evidence!

Presenting the Past combines historical narrative with the evidence, to bring the past alive for the first three years of secondary school.

Book 1: Invasion and Integration covers Britain from pre-Roman times up to the Middle Ages. 019 913300 X £3.95

Book 2: Rulers and Rebels deals with the period from the Peasants' Revolt up to the early 18th century. 019 913301 8 £3.95

Book 3: Reform and Revolution takes the story up to the nuclear age. 019 913313 1 £4.95

If you would like inspection copies, please write FREEPOST to: Oxford University Press, Education Division, (VKR102), FREEPOST, Oxford OX2 6BR. Or ring our 24 hour inspection copy hotline on (0xford) 58473.

Tom Corfe

Jokey conquest

The Normans are Coming. By Gillian Clemons. Macmillan £4.95. 0 333 44 399 3.

The Normans landed, and decided to eat at MacHarolds, where, fortuitously, hamburgers were on as a special. "You bill Sir," said a waiter. "Non, I'm Pierre," answered an armoured knight. Meanwhile, William galloped about wielding a horse chestnut. "I'll show them who's Conqueror!" he cried. I have to say that it has been done before. There is a respectable head-

teacher in Leamington Spa who is known to resist a monologue about the Battle of Hastings which includes such lines as "He was offside but what could he do!"

However this book by Gillian Clemons is really very funny. In essence it is a beautifully drawn version of the Bayeux Tapestry with subtle additions and alterations and speech bubbles containing the sort of jokes that children love to gross at. "Ten mucky fried chickens!" Finger licking good!

Gerald Haigh

Search out

Philip Riden's Record Sources for Local History (Batsford, £17.95 and £9.95, 0 7134 4726 5 and 5726 0) is a compact guide to the extraordinarily tangled evolution of English and Welsh administration. Local historians venturing beyond the cosy intimacy of their county record office towards the daunting portals of the PRO will welcome its advice on where and how to search in Fortress Kew's vast and varied collection.



ilea Working in Education

Headships & Deputy Headships

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- * Commitment to promoting equality of opportunity in education
- * Pupil teacher roles among the best in the country
- * With some 950 schools, opportunities to broaden experience and enhance career prospects
- * Excellent support staff and professional back-up, plus a range of central specialist resources
- * Inner London allowance of £1,215 plus in many cases Social Priority allowance of £201/276 p.a. in addition to salary.

Applications are invited from suitably qualified and experienced teachers interested in working in this exciting inner-city environment. The closing date for applications is 4th January 1988 unless indicated otherwise.

Headships

Headships are not open to job share. Unless indicated otherwise please send a copy of your application form and further details to Education Officer, PER/PSB, Room 212, The County Hall, London SE1 7PB.

Primary Education

FLORA GARDENS (JMB)
Riverscourt Road (opposite Dealing Road, Kings Street), W4 0DD.
Roll: 170 + 12 I/H & 26 P/H.
Vacant 15th April 1988, Group 4.
MOORFIELDS (JMB)
Barnet Road, EC1Y 9XJ.
Roll: 142 + 12 I/H & 16 P/H.
Vacant 1st January, Group 5.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

ST ANNE'S RC (JMB)
363 Kensington Lane, (Hartley Road), Vauxhall, SE11 5QY.
Roll: 267, Group 5.
The Governors invite applications from suitably qualified and experienced teachers who are committed Catholics to this post. Vacant 1st January. Application forms may be obtained from the Rev. A. J. Wright at the above address.

Secondary Education

RULHAM CROSS (SG)
Rulham Cross (Munster Road), SW16 5BZ.
Roll: 885.
Vacant 1st January, Group 9 plus social priority allowance. Complete refurbishment of buildings has provided outstanding range of modern facilities. Full and balanced intake from all backgrounds. Strong pastoral system and well structured curriculum on which to consolidate achievement.

Deputy Headships

All posts are open to job share unless indicated otherwise (JMS). A register for pairing potential job-shares is maintained by EOP/PSB/PS7, Room 533, The County Hall, London SE1 7PB.
Tel: 01-533 3814.
(R.E. Applications can NOT be dealt with on this number). Application forms and further details are available from the Head of the school, unless requested otherwise.

Primary Education

CAMBERRA (JM)
Australia Road, W12 7PT.
Tel: 01-743 254.
Roll: 188. Head: Patricia Kirwan.
Required asap. Applications are invited for the post of Deputy Head to join a hard working and enthusiastic team of teachers. The post will carry curricular and administrative responsibilities within the context of multi-cultural and self-paced education.
Closing date: 4th Jan. 1988.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY HEADSHIPS continued

HORSENDEN FIRST SCHOOL
Horsenden Lane North, Greenford UB8 0PB
Roll 240 + Nursery

HEAD Required for April 1988
Group 4 salary plus £1215 per annum London Weighting.

We are looking for a person with enthusiasm and commitment to head a team which caters for the needs of pupils between the ages of 3+ and 8 in this multicultural school. The post provides a challenging opportunity for an experienced teacher with proven management skills and positive leadership qualities.

Application forms from Acting Chief Education Officer, Hestley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 8 January 1988.

Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.



(B2008)

BRENT EDUCATION

BRAINTCROFT JUNIOR SCHOOL
Warren Road, London NW2 7LL (Roll 321)
Tel: 01-452 2413.

HEADTEACHER (Group 5)

Required from January 1988 or as soon as possible thereafter.

Applications are invited from teachers with successful experience of leading initiatives in primary education. Such experience may have been gained as a deputy head, or alternatively as a curriculum leader, advisory teacher or support service teacher.

The successful candidate will have a sound knowledge of the primary curriculum, and a clear commitment to raising educational standards; s/he will be familiar with race equality and gender equality issues in education, and be keen to implement and develop LEA policies in these fields; and will have successful experience of working closely with parents and the local community.

The School is situated in a residential area bordered by the North Circular Road and Dollis Hill Avenue. There are 15 staff. All staff work as a team and are committed, active and co-operative.

Applicants from members of the black community are particularly welcome subject to Section 38(1)(b) of the Race Relations Act 1976.

Brent is fundamentally committed to multi-cultural education. Brent is an equal opportunity employer.

Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

London Weighting of £1215 per annum is made.

Application forms and further particulars are available (very large SAE please) from the Director of Education, London Borough of Brent, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7RW returnable within 14 days; or telephone Mr R Thornton (01-900-5428)

(B2009)

LONDON BOROUGH OF HAVERING

HEADSHIPS

PARKLANDS INFANT SCHOOL (ROLL 270)
Havering Road
Romford RM1 4QX

Required for April 1988

HEADTEACHER GROUP 4

Brantford Infant School (ROLL 150)

Cedar Avenue

Upminster RM14 2LW

Required for September 1988

HEADTEACHER GROUP 4

Following the retirement of the present Headteacher, Mrs. D. Evans.

Havering is a lively and caring Education Authority serving a population in an area that includes both town and country.

Havering seeks to appoint Headteachers and teachers who want to play an active role in the Education Service. It provides and offers excellent professional support for its teachers at all stages in their careers, including over 100 in-service courses each term.

Havering is well placed on the edge of the Essex countryside and yet within easy reach of London and all its facilities to which there is easy access by public transport both road and rail.

London Weighting: £795 per annum.

Application forms and further details are available (see page) from the Director of Educational Services, (Ref: STAFFING/OHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.

Closing date: 24th December 1987.

Previous applicants will automatically be reconsidered.

(B1079)

HAMPSHIRE

WEYFORD COUNTY INFANT SCHOOL
Weyford Road, Bordon GU35 0EP

Headteacher

required September 1988 for this Group 5 School.

Further details and application forms available from the Area Education Officer, Southgate House, St. Swithuns Street, Winchester on receipt of a foolscap stamped addressed envelope. Closing date for receipt of application forms 8th January 1988.

Hampshire County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

(B1074)

EDUCATION DEPARTMENT

NORTH TYNESIDE

EDUCATION COMMITTEE

Re-advertisement.

ST. JOSEPH'S R.C. PRIMARY SCHOOL
Wellend Road, North Shields, Tyne and Wear. NE29 7BT

Deputy Headteacher

Group 4 Roll 182 + Nursery

A suitably qualified and experienced teacher is required from 18th April 1988. Practising Catholic required. State curriculum strengths. Application forms and further details are available on receipt of a SAE from the Director of Education, Education Office, The Chase, North Shields, NE29 0HW, and should be returned to the Chairmen of Governors, Father D. McGivern, St. Joseph's Presbytery, Wellend Road, North Shields, NE29 7BT, within two weeks of the appearance of this advertisement.

In approved cases the County Council offers an attractive package to a successful candidate.

120177

PRIMARY HEADSHIPS continued

HAMPSHIRE
WEYFORD COUNTY JUNIOR SCHOOL
Weyford Lane, Bordon.
Roll: 240 + Nursery.
Headteacher required Easter 1988 for this Group 5 school.
Further details and application forms available from the Area Education Officer, Southgate House, St. Swithuns Street, Winchester on receipt of a foolscap stamped addressed envelope.
Closing date for receipt of application forms 8th January 1988.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. 120177

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
PILGRIM'S WAY C.P.
Pilgrim's Way, Canterbury CT1 1JY

HEADTEACHER - GROUP 5

Applications are invited for the post of Headteacher for the Group 5 County Primary School with effect from Easter 1988. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

WEST KENT AREA
ST. BARNABAS C.S. (AIOE)
St. Barnabas, Canterbury CT1 1JY

Headteacher required for the Summer Term 1988 for this Group 5 school. Applications are invited from suitably qualified and experienced teachers for the post of Headteacher for the school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

SHROPSHIRE

ST MARY'S RC PRIMARY
New Park Road, Causton, Shrewsbury SY1 2BP
Tel: Shrewsbury 51032
Required for Easter 1988. Permanent. Full-time Deputy Head (Group 4). An enthusiastic and imaginative Catholic teacher, of proven classroom ability. Direct experience of working with children. Must be available for training. Application forms and details from the Head to be returned by 15th December 1987. Salary band 987 18A5 (concrete), 1183 301, 1100 12

SHROPSHIRE

Required for September 1988. Permanent. Full-time Deputy Head (Group 4) for this new primary school. The first intake in September 1988. A very good classroom practitioner, with a minimum of 10 years' experience. A creative approach to learning. Closing date 31st December 1987. Application forms and details from the County Education Officer (Station Section) to be returned by 15th December 1987. Salary band 987 18A5 (concrete), 1183 301, 1100 12

WEST SUSSEX

EDUCATION DEPARTMENT
DEPUTY HEADTEACHER
INFANTS' SCHOOL
GROUP 5 DEPUTY HEAD

Required from Easter 1988. A suitably qualified and experienced teacher able to cover the whole infant age range and to take a strong lead in some aspect of the curriculum. Candidates are asked to state any special interest or ability.

RE-ADVERTISEMENT. Previous applicants will be considered and need not re-apply. Applications are invited from suitably qualified and experienced teachers for the post of Deputy Headteacher for the school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

Headteacher required for the Summer Term 1988 for this Group 5 school. Further details and application forms available from the Area Education Officer, 15 St. Dunstons Road, Canterbury CT2 8JY. Closing date 31.12.87.

MIO KENT AREA
LONDON FORD PARK C.P. SCHOOL
London Ford, Maidstone, Kent ME15 8JH

GLADWICK INFANT/NURSERY SCHOOL

Glodwick Road, Oldham OL4 1AJ
DEPUTY HEAD (Group 6)

Required for the start of the summer term 1988. Applications are invited for a suitably qualified and experienced Teacher at this large, open plan school, which serves a multi-ethnic community.

The person appointed will be required to take a lead in staff and curriculum development. The vacancy arises due to the promotion of the present post-holder to a Headship.

Application forms/further details (large SAE) from the Director of Education, Old Town Hall, Micklethorpe Road, Chester, Oldham OL9 6PP returnable to him by the 3rd January 1988.

MAIN SCALE APPOINTMENTS RICHMOND JUNIOR SCHOOL

Winterbottom Street, Oldham OL9 6HY
JUNIOR TEACHER

Required immediately for 4th year Junior children. The school is seeking to meet the individual needs of children from differing cultural backgrounds. The post is temporary to 10.4.88 during the maternity leave of the present postholder.

HILL TOP SCHOOL

Moorside Avenue, Sirlinsdale, Oldham OL4 2LZ
QUALIFIED TEACHER

Required for January 1988, at this school for pupils with severe and complex learning difficulties, ages 11 to 19 years. The school operates an objectives based curriculum with some requirements to team teaching.

Your letter should indicate your curricular strengths. Visits prior to interview are encouraged by arrangement with the Headteacher. Tel: 061 620 6070.

THE RADCLIFFE SCHOOL

Broadway, Chadderton, Oldham OL9 9QZ
SOCIOLOGY TEACHER

Required for mid-February 1988 to teach fourth, fifth and sixth form sociology together with some lower school English. This post is temporary to 31.8.88 during the maternity leave of the present postholder.

GLADWICK INFANT/NURSERY SCHOOL

Glodwick Road, Oldham OL4 1AJ
NURSERY TEACHER

Required for February 1988, a lively and enthusiastic teacher to teach in this pleasant purpose built nursery which caters for full-time and 60 part-time children, most of whom are from ethnic minority background.

BROADFIELD COUNTY PRIMARY SCHOOL

Goddard Street, Oldham OL8 1LH
INFANT TEACHER (Part-Time)

Required for January 1988, approximately 0.5 (exact hours to be arranged) to take an Infant 3 class. This post is temporary to 31st August 1988.

For all the above posts please apply by letter including full cv and names and addresses of 2 referees to the Headteacher, c/o the appropriate school as soon as possible.

An Equal Opportunity Employer
Assistance with Local Authority Housing available

(B2017)

Oldham Metropolitan Borough

Education Committee

TUDOR MIDDLE SCHOOL

Tudor Road, Southall UB1 1NX
Roll 280

HEAD

required for April 1988
Group 5 salary plus £1215 per annum London Weighting.

For this important post we are looking to appoint a Head with significant experience of multicultural schools and with managerial and organisational skills to lead a strong team in a school which serves a community rich in cultural and linguistic diversity.

ilea

Working in Education

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer the following:

- * Commitment to promoting equality of opportunity in education
- * Pupil teacher roles among the best in the country
- * Half-day week induction training for probationers and a high level of in-service training provision thereafter

* With some 950 schools, opportunities to broaden experience and enhance career prospects

* Excellent support staff and professional back-up, plus a range of central specialist resources

* Inner London allowance of £1,215 plus in many cases Special Priority allowance of £201/276 p.a. in addition to salary

* As a result of The Teachers' Pay & Conditions Act 1987, Burnham rates of pay have now been replaced by a revised structure. The posts listed below give details of the new 'Main Scale' plus an 'Incentive Allowance' (IA) where applicable. The rate payable is:

Rate	Annual Amount
A	£1,002
B	£3,000
C	£4,200

(note: rates A and C are not to be introduced)

* All posts open to job-sharing, unless indicated otherwise (N/A). A register for pairing potential job-sharers is maintained by EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 3814. (N/A: applications can NOT be dealt with on this number)

Headships & Deputy Headships

PRIMARY TEACHERS

- * REQUIRED FOR SEPTEMBER 1988
- * SEEKING A FIRST TEACHING APPOINTMENT
- * OR WISHING TO RETURN TO TEACHING AFTER A BREAK IN THEIR CAREER

Application forms/further details (large size) from the Director of Education, Old Town Hall, Middleton Road, Chedderton, Oldham OL9 6BB, returnable to him by 8th January 1988.

An Equal Opportunity Employer
Assistance with Local Authority Housing available.

Oldham
Metropolitan Borough

Primary Education

Posts of Responsibility

CANBERRA (JM)

Australia Road, W12 7PT. Tel: 01-743 2548. Rolt 188. Head: Patricia Kirwan. Required from January. A Class Teacher/Main Scale with an enthusiasm for Aesthetic and Music education and the ability to develop the curriculum in these areas.

WINDRUSH (JM)

Barnham Road, Thamesmead, SE28 8AF. Tel: 01-310 0157. Rolt 210. Head: Mrs Pamela Kinder. Required from Easter 1988. Main Scale teacher for this year Junior class to assume responsibility for development of Maths or Languages and resources throughout the school.

21.05 Section 1 teacher. Terms negotiable.

ST PETER'S EATON SQUARE (JM)

Lower Belgrave Estate, SW1W 0NL. Tel: 01-730 8855. Rolt 288. Head: P. W. Cayless. Required from beginning of Summer Term 1988.

Experienced Main Scale teacher to take over group work in the Junior Department including some Section II work as class teacher. Applicants must be committed members of the Church of England.

ALLFARTHING (JM)

St Anne's Crescent, Wandsworth, SW18. Rolt 240. Required asap 0.3 teacher to teach one S.E.N. child. Expertise in teaching reading is essential for this appointment.

KINGSWOOD (JM)

Gipsy Road, SE27 8PD. Rolt 356. Head: Joff Sumbler. Required from January. Main Scale teacher to work in small Reception and Middle Infant class, and to work with friendly, supportive staff. Area of special interest negotiable.

MILLFLODS (JM)

Elmford Street, E5. Tel: 01-252 7628. Rolt 240. Head: Mr A. K. Bux. Required from January or asap. Main Scale teacher to work in Junior class. Area of special interest to be discussed.

OLIVER GOLDSMITH (JM)

Pockham Road, SE5 8UH. Tel: 01-730 4894. Rolt 320. Head: Mr Peter Brown. Required asap. Part-time teacher to develop and coordinate the school's music curriculum.

PRINCESS MAY (JM)

Barnet Road, N16. Tel: 01-254 1688. Rolt 198. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

SMALLWOOD (JM)

Smallwood Road, Totting, SW17. Tel: 01-572 9024. Rolt 145 + 70 p.t. Required asap 0.5 teacher to work alongside and support committed teachers in developing language strategies and multi-cultural curriculum. Internal use of computer to support and enhance language work would be an advantage. This is a Section II funded post.

SIR JAMES BARRIE (JM)

Concord Road, SW8 4JB. Tel: 01-622 6108. Rolt 188. Head: Miss J. C. Hone. Required from January 0.4 teacher for Reception and Music ensemble, with an interest in choirability to play the piano/personal musical skill expertise.

SMALLWOOD (JM)

Smallwood Road, Totting, SW17. Tel: 01-572 9024. Rolt 145 + 70 p.t. Required asap 0.5 teacher to work alongside and support committed teachers in developing language strategies and multi-cultural curriculum. Internal use of computer to support and enhance language work would be an advantage. This is a Section II funded post.

SOUTH RISE (H+N)

Barnet Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

ST PETER'S EATON SQUARE (JM)

Lower Belgrave Estate, SW1W 0NL. Tel: 01-730 8855. Rolt 288. Head: P. W. Cayless. Required from beginning of Summer Term 1988.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

Primary Education

Posts of Responsibility

CANBERRA (JM)

Australia Road, W12 7PT. Tel: 01-743 2548. Rolt 188. Head: Patricia Kirwan. Required from January. A Class Teacher/Main Scale with an enthusiasm for Aesthetic and Music education and the ability to develop the curriculum in these areas.

WINDRUSH (JM)

Barnham Road, Thamesmead, SE28 8AF. Tel: 01-310 0157. Rolt 210. Head: Mrs Pamela Kinder. Required from Easter 1988. Main Scale teacher for this year Junior class to assume responsibility for development of Maths or Languages and resources throughout the school.

ST PETER'S EATON SQUARE (JM)

Lower Belgrave Estate, SW1W 0NL. Tel: 01-730 8855. Rolt 288. Head: P. W. Cayless. Required from beginning of Summer Term 1988.

Experienced Main Scale teacher to take over group work in the Junior Department including some Section II work as class teacher. Applicants must be committed members of the Church of England.

ALLFARTHING (JM)

St Anne's Crescent, Wandsworth, SW18. Rolt 240. Required asap 0.3 teacher to teach one S.E.N. child. Expertise in teaching reading is essential for this appointment.

KINGSWOOD (JM)

Gipsy Road, SE27 8PD. Rolt 356. Head: Joff Sumbler. Required from January. Main Scale teacher to work in small Reception and Middle Infant class, and to work with friendly, supportive staff. Area of special interest negotiable.

MILLFLODS (JM)

Elmford Street, E5. Tel: 01-252 7628. Rolt 240. Head: Mr A. K. Bux. Required from January or asap. Main Scale teacher to work in Junior class. Area of special interest to be discussed.

OLIVER GOLDSMITH (JM)

Pockham Road, SE5 8UH. Tel: 01-730 4894. Rolt 320. Head: Mr Peter Brown. Required asap. Part-time teacher to develop and coordinate the school's music curriculum.

PRINCESS MAY (JM)

Barnet Road, N16. Tel: 01-254 1688. Rolt 198. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

SMALLWOOD (JM)

Smallwood Road, Totting, SW17. Tel: 01-572 9024. Rolt 145 + 70 p.t. Required asap 0.5 teacher to work alongside and support committed teachers in developing language strategies and multi-cultural curriculum. Internal use of computer to support and enhance language work would be an advantage. This is a Section II funded post.

SIR JAMES BARRIE (JM)

Concord Road, SW8 4JB. Tel: 01-622 6108. Rolt 188. Head: Miss J. C. Hone. Required from January 0.4 teacher for Reception and Music ensemble, with an interest in choirability to play the piano/personal musical skill expertise.

SMALLWOOD (JM)

Smallwood Road, Totting, SW17. Tel: 01-572 9024. Rolt 145 + 70 p.t. Required asap 0.5 teacher to work alongside and support committed teachers in developing language strategies and multi-cultural curriculum. Internal use of computer to support and enhance language work would be an advantage. This is a Section II funded post.

SOUTH RISE (H+N)

Barnet Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

ST PETER'S EATON SQUARE (JM)

Lower Belgrave Estate, SW1W 0NL. Tel: 01-730 8855. Rolt 288. Head: P. W. Cayless. Required from beginning of Summer Term 1988.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

Primary Education

Posts of Responsibility

CANBERRA (JM)

Australia Road, W12 7PT. Tel: 01-743 2548. Rolt 188. Head: Patricia Kirwan. Required from January. A Class Teacher/Main Scale with an enthusiasm for Aesthetic and Music education and the ability to develop the curriculum in these areas.

WINDRUSH (JM)

Barnham Road, Thamesmead, SE28 8AF. Tel: 01-310 0157. Rolt 210. Head: Mrs Pamela Kinder. Required from Easter 1988. Main Scale teacher for this year Junior class to assume responsibility for development of Maths or Languages and resources throughout the school.

ST PETER'S EATON SQUARE (JM)

Lower Belgrave Estate, SW1W 0NL. Tel: 01-730 8855. Rolt 288. Head: P. W. Cayless. Required from beginning of Summer Term 1988.

Experienced Main Scale teacher to take over group work in the Junior Department including some Section II work as class teacher. Applicants must be committed members of the Church of England.

ALLFARTHING (JM)

St Anne's Crescent, Wandsworth, SW18. Rolt 240. Required asap 0.3 teacher to teach one S.E.N. child. Expertise in teaching reading is essential for this appointment.

KINGSWOOD (JM)

Gipsy Road, SE27 8PD. Rolt 356. Head: Joff Sumbler. Required from January. Main Scale teacher to work in small Reception and Middle Infant class, and to work with friendly, supportive staff. Area of special interest negotiable.

MILLFLODS (JM)

Elmford Street, E5. Tel: 01-252 7628. Rolt 240. Head: Mr A. K. Bux. Required from January or asap. Main Scale teacher to work in Junior class. Area of special interest to be discussed.

OLIVER GOLDSMITH (JM)

Pockham Road, SE5 8UH. Tel: 01-730 4894. Rolt 320. Head: Mr Peter Brown. Required asap. Part-time teacher to develop and coordinate the school's music curriculum.

PRINCESS MAY (JM)

Barnet Road, N16. Tel: 01-254 1688. Rolt 198. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

SMALLWOOD (JM)

Smallwood Road, Totting, SW17. Tel: 01-572 9024. Rolt 145 + 70 p.t. Required asap 0.5 teacher to work alongside and support committed teachers in developing language strategies and multi-cultural curriculum. Internal use of computer to support and enhance language work would be an advantage. This is a Section II funded post.

SIR JAMES BARRIE (JM)

Concord Road, SW8 4JB. Tel: 01-622 6108. Rolt 188. Head: Miss J. C. Hone. Required from January 0.4 teacher for Reception and Music ensemble, with an interest in choirability to play the piano/personal musical skill expertise.

SMALLWOOD (JM)

Smallwood Road, Totting, SW17. Tel: 01-572 9024. Rolt 145 + 70 p.t. Required asap 0.5 teacher to work alongside and support committed teachers in developing language strategies and multi-cultural curriculum. Internal use of computer to support and enhance language work would be an advantage. This is a Section II funded post.

SOUTH RISE (H+N)

Barnet Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

ST PETER'S EATON SQUARE (JM)

Lower Belgrave Estate, SW1W 0NL. Tel: 01-730 8855. Rolt 288. Head: P. W. Cayless. Required from beginning of Summer Term 1988.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

STANTON COUNTRY MOOLE (JM)

Stanton Road, N16. Tel: 01-254 1688. Rolt 188. Head: H. M. Bowles. 1 Section II teacher required asap for one term to support two third year and one fourth year class. Total 70 children. Three teachers to work with co-operatively. Chrt from Tuesday, Bengali and ancillary support.

Primary Education

Posts of Responsibility

CANBERRA (JM)

Australia Road, W12 7PT. Tel: 01-743 2548. Rolt 188. Head: Patricia Kirwan. Required from January. A Class Teacher/Main Scale with an enthusiasm for Aesthetic and Music education and the ability to develop the curriculum in these areas.

WINDRUSH (JM)

Barnham Road, Thamesmead, SE28 8AF. Tel: 01-310 0157. Rolt 210. Head: Mrs Pamela Kinder. Required from Easter 1988. Main Scale teacher for this year Junior class to assume responsibility for development of Maths or Languages and resources throughout the school.

ST PETER'S EATON SQUARE (JM)

Lower Belgrave Estate, SW1W 0NL. Tel: 01-730 8855. Rolt 288. Head: P. W. Cayless. Required from beginning of Summer Term 1988.

Experienced Main Scale teacher to take over group work in the Junior Department including some Section II work as class teacher. Applicants must be committed members of the Church of England.

ALLFARTHING (JM)

St Anne's Crescent, Wandsworth, SW18. Rolt 240. Required asap 0.3 teacher to teach one S.E.N. child. Expertise in teaching reading is essential for this appointment.

KINGSWOOD (JM)

Gipsy Road, SE27 8PD. Rolt 356. Head: Joff Sumbler. Required from January. Main Scale teacher to work in small Reception and Middle Infant class, and to work with friendly, supportive staff. Area of special interest negotiable.

MILLFLODS (JM)

Elmford Street, E5. Tel: 01-252 7628. Rolt 240. Head: Mr A. K. Bux. Required from January or asap. Main Scale teacher to work in Junior class. Area of special interest to be discussed.

OLIVER GOLDSMITH (JM)

EDUCATION Warden

Salary: £18,999
Head Teacher (Group 8), in accordance with the Teachers Pay and Conditions of Service Order (1987) + £3,648 Residential Allowance

Hours: Full time, Resident
Location: Nether Swell Manor, Slow-on-the-Wold, Gloucestershire

A resident Warden is required from 1st January, 1988, or as soon thereafter as possible, at this residential centre which is one of four maintained by Bedfordshire. Nether Swell specialises in field work courses in natural sciences, history, geography and integrated studies for pupils of 11-16 years. The appointee will be responsible for overall academic and residential supervision and direction of the centre and will be expected to make a positive contribution to its further development. Applicants should possess good academic qualifications with particular reference to the secondary curriculum and have relevant residential education experience linked to a proven ability to motivate, lead and manage a team. He/she must be able to work on his/her own initiative and in close co-operation with other officers of the Authority.

N.B. previous applications will automatically be reconsidered.

How to Apply: Application forms and further particulars are obtainable from The Chief Education Officer (ref. F2C3), County Hall, Bedford, MK42 8AP.

Closing Date: 8th January 1988.

The Council is an equal opportunities employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

(13108)

Bedfordshire
A Nuclear Free Zone

EDUCATION

SECONDARY

Deputy Head (Curriculum) Group 11

You will be a key member of the Senior Management Team with specific delegated responsibility for curriculum timetabling, staff professional development and whole school evaluation. The school is currently involved in the TVEI programme and expects to be involved in TVEI extension.

Mr Wilfred Martinson, Ormsal Lane, Tile Cross, Birmingham B35 9UE. Tel: 021-778 2011.

Contact the Headteacher for further details and an application form.

Closing date: 15th January 1988.

Birmingham
The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability.

SECONDARY SCHOOLS

BIDEHAVEN SCHOOL, Valley Road, Bude, Cornwall EX23 8DQ. Group 11. NOR 940. Sixth Form of 110.

Deputy Headteacher

Due to retirement, a Deputy Headteacher is sought at the rural comprehensive school serving the resort of Bude and an extensive area of North Cornwall. Initially to act as Head of lower school with overall responsibility for years 1-3, and it is hoped that he/she will be able to make a major contribution to the development of the school curriculum. Recent successful experience in this field would be a strong recommendation. The school is in the process of moving onto one site and it is hoped that building will be completed by 1990. The roles of the three deputies are flexible, and it is anticipated that duties will to some extent be re-allocated as the school comes onto one site, these can thus be adjusted to suit the successful candidate's particular strengths. The post is available from Easter 1988.

Application forms/further details are available from the Headteacher on receipt of SAE.

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

CORNWALL
COUNTY COUNCIL

EDUCATION COMMITTEE

SECONDARY HEADSHIPS

continued

BUCKINGHAMSHIRE

THE WYVE VALLEY SCHOOL

Spring Lane, Fickwell Heath,

High Wycombe, Bucks.

Headteacher: Dr D.C. Parkin.

Ref: 13108

NO: 60019-18 (M100)

Required from Easter 1988, a

well qualified and experienced

teacher to join the Senior Man-

agement team as the Deputy Head

teacher of this Group 8 School. An

enthusiastic person with a

vision of the future who will make a

significant contribution to the

school's development and admi-

nistrative aspects of the school,

which was recently formed as a

result of an amalgamation.

Further details and applica-

tion forms available from the

Area Education Office, Thame

Station, 6 Canals Street, High

Wycombe, Bucks.

Closing date: 8th January

1988.

On approved cases, the County

Council offers an attractive

removal package of up to

£7,000, plus mortgage assist-

ance. 1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

Remedial and Special Needs Teaching Posts

Main Scale Incentive B

ESSEX

CHURCH HILL COUNTY

Headteacher: Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

Mr. C. M. Key

Head of Special Needs:

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

The Headteacher, Addington High (M), Feltham Avenue,

New Addington, Croydon CR8 0AA

Telephone: 0688 42545/8

Required for April 1988

Deputy Headteacher

An experienced and enthusiastic teacher is sought to join the senior

management team of this mixed 11-18 comprehensive school to

replace Mr C. M. Key who has been appointed to a Headship.

The responsibilities are divided amongst the team, and full con-

sideration is given to individual strengths. The school is taking a full

part in many educational initiatives, and candidates are sought

who can not only exercise the more traditional roles of the Deputy,

but who are familiar with recent developments in curriculum and

administration. The post will give good and wide experience to a

candidate aspiring to subsequent Headship. Further details and

application forms available from and returnable to the Head-

teacher.

Reasonable removal expenses will be reimbursed.

Salary: Deputy Head, Group 11.

Tangible: April 1st 1988.

Please apply to the Headteacher.

Closing date: Friday 1st January 1988.

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

1301751

Computer Studies

Main Scale Incentive D

HILLINGDON
LONDON BOROUGH OF
HILLINGDON
HAYES MANOR SCHOOL
Wood End Green Road,
Hayes UB5 2BE

Number on roll: 760, 50 in Sixth Form
Headteacher: R. E. Lawrence, B.Sc.
Required for April 1988
Head of Information Technology
To take charge of a thriving
department of Information
Technology, to develop and
maintain the department
and to be responsible for
the implementation of the
department's policy. The
successful candidate will
be responsible for the
department's budget and
for the recruitment and
development of staff.
For further details and
an application form, apply
to the Headteacher, Hayes
Manor School, Wood End
Green, Hayes, Middlesex
UB5 2BE.

Closing date: 5 January
1988.
Outer London Allowance
Payable: £15,950 - £20,525

Main Scale

BARNET
LONDON BOROUGH OF
BARNET
ST. ALBANS CATHOLIC
HIGH SCHOOL
St. Albans Road, Barnet,
Middlesex HA8 0ST
Tel: 01-959 3411
V.C. Head of Information
Technology
Required for January 1988.
The successful candidate
will be responsible for the
department's policy and
for the implementation of
the department's policy.
The successful candidate
will be responsible for the
department's budget and
for the recruitment and
development of staff.

For further details and
an application form, apply
to the Headteacher, St. Albans
Catholic High School, St. Albans
Road, Barnet, Middlesex HA8 0ST.
Closing date: 5 January 1988.

Craft, Design & Technology

Main Scale Incentive B

HAMPSTIRE
THE HILST COMMUNITY
SCHOOL
Barnet Road, Barnet,
Middlesex HA8 0ST
Tel: 01-959 3411
V.C. Head of Information
Technology
Required for January 1988.
The successful candidate
will be responsible for the
department's policy and
for the implementation of
the department's policy.
The successful candidate
will be responsible for the
department's budget and
for the recruitment and
development of staff.

For further details and
an application form, apply
to the Headteacher, The Hilst
Community School, Barnet Road,
Barnet, Middlesex HA8 0ST.
Closing date: 5 January 1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Main Scale

CROYDON
LONDON BOROUGH OF
CROYDON
EDUCATION COMMITTEE
Sylvan High School
Mottersley Road, Croydon
CR9 3JH
Tel: 01-771 3291

A lively enthusiastic
C.D.T. teacher is required
in the 11-18 Co-
Educational Comprehensive
School. The successful
applicant will be able
to teach the full range of
C.D.T. subjects, to be
responsible for the
department's budget and
for the recruitment and
development of staff.

For further details and
an application form, apply
to the Headteacher, Sylvan
High School, Mottersley Road,
Croydon, Surrey CR9 3JH.
Closing date: 5 January 1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Economics & Business Studies

Main Scale Incentive B

HOUNSLOW
LONDON BOROUGH OF
HOUNSLOW
EDUCATION COMMITTEE
Hounslow School
Hounslow, Middlesex
TW4 5JH
Tel: 01-894 3411

A lively enthusiastic
teacher with high standards
in the 11-18 Co-
Educational Comprehensive
School. The successful
applicant will be able
to teach the full range of
Economics and Business
Studies, to be responsible
for the department's
budget and for the
recruitment and
development of staff.

For further details and
an application form, apply
to the Headteacher, Hounslow
School, Hounslow, Middlesex
TW4 5JH. Closing date: 5
January 1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Economics & Business Studies

Main Scale Incentive B

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
JEACONSFIELD/CHILTERN
JEACONSFIELD SCHOOL
Jeavons Road, Jeavons,
Buckinghamshire HP8 0HS
Tel: 01-959 3411

A lively enthusiastic
teacher with high standards
in the 11-18 Co-
Educational Comprehensive
School. The successful
applicant will be able
to teach the full range of
Economics and Business
Studies, to be responsible
for the department's
budget and for the
recruitment and
development of staff.

For further details and
an application form, apply
to the Headteacher, Jeavons
School, Jeavons Road,
Jeavons, Buckinghamshire
HP8 0HS. Closing date: 5
January 1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Economics & Business Studies

Main Scale Incentive B

HERTFORDSHIRE
THE JOHN WATKINS SCHOOL
Barnet Road, Herts.
Herts. SG8 0HS
Tel: 01-959 3411

A lively enthusiastic
teacher with high standards
in the 11-18 Co-
Educational Comprehensive
School. The successful
applicant will be able
to teach the full range of
Economics and Business
Studies, to be responsible
for the department's
budget and for the
recruitment and
development of staff.

For further details and
an application form, apply
to the Headteacher, John
Watkins School, Barnet Road,
Herts. SG8 0HS. Closing
date: 5 January 1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Outer London Allowance
Payable: £15,950 - £20,525

Closing date: 5 January
1988.

Economics & Business Studies

Main Scale Incentive B

AVON COUNTY
COUNCIL
EDUCATION COMMITTEE
Barnet Road, Herts.
Herts. SG8 0HS
Tel: 01-959 3411

A

ESSEX
THE GREENWARD SCHOOL
Greenward Lane, Hookley

Tel: Southend 202371
Telex: 185
**SCIENCE TEACHER - MAIN
SCALS**
Required January 1988.
A well qualified teacher
needed to join a team of 6 full
time and 2 part time Science
specialists in this mixed 11-12
Comprehensive school. The
person appointed must be able
to teach integrated science
throughout the school.
Details are obtainable from
the Headmaster and applica-
tion forms with curriculum
vitalas should be sent to:
Miss J. Stamped addressed
envelopes please!.

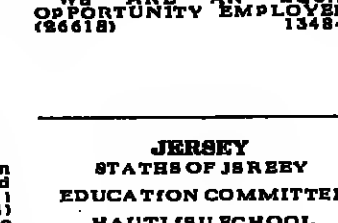
(47818) 134846

HOUNSLOW
LAMPTON SCHOOL
 Lampton Avenue, Hounslow
 TW3 4EP
 Headteacher: Mr O.M. Jordan
 E. Sc. Econ.
 (Co-educational: 850 pupils,
 11-18 comprehensive)
 183

The successful candidate will be a member of an other

Will join a team of
Economic teachers. Science is
popular subject throughout
the school with large group
studying the three main sciences
up to A level.
Large area of application. In-
cluding CV and names and
addresses of two referees to be
received within 7 days of the
acceptance of this advertisement.
Note: should add address of
the first instance to the Head
teacher (e.g. a fool; please).

LONDON ALLOWANCE
£785 p.a.
MARR AN EQUA



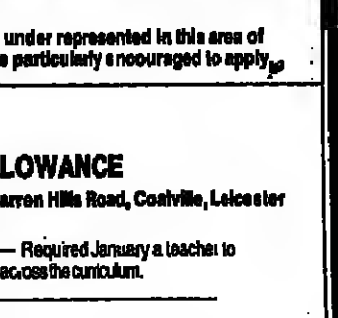
14-18 High School
(NOR 440)
Required from Summer
Term 1955
A graduate TEACHER OF
CHEMISTRY
Salary range £11,830
£14,292

Further information from
Director of Education
P.O. Box 143, St. Davids
Jersey.

Closing date for return of
applications: 25th January
1986 (12/900) 1345

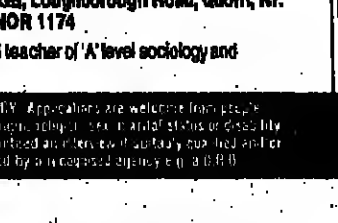
Wiltshire

for further details and application
teachers wishing to Job Share, either



DL, Imperial Avenue, Leicester LE2

...ate Road, Leicester LE2 2EL.
as soon as possible.
...L, Spencefield Lane, Leicester
...an enthusiastic graduate teacher to be
...partment, with specific responsibility for
...school.
...Way, Oadby, Leics. (14-18) NOR 1174
...88 or earlier if possible, to teach up to 'A'
...ined Science.
...25 Leachborough Road, Quorn Nr



1. *Phragmites* (common)

INDEPENDENT
EDUCATION

continued

By Subject Classification

Art and Design

Other Assistants

ESSEX
LOUGHTON SCHOOL
Small independent school for boys and girls 11-16 years. Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

LONDON E8
ST. HELEN'S HIGH SCHOOL
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Craft, Design &
Technology

Other Assistants

KENT
ST. LAWRENCE COLLEGE
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

CANTERBURY
KENT COLLEGE
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Economics & Business
Studies

Other Assistants

KENT
SACRED HEART SCHOOL
Required for January 1988. To teach Economics & Business Studies. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Craft, Design &
Technology

Other Assistants

KENT
ST. LAWRENCE COLLEGE
Required for January 1988. To teach Economics & Business Studies. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

ST. HELEN'S SCHOOL
NORTHWOOD
APPOINTMENT OF
BURSAR

Applications are invited for the post of Bursar and Clerk to the Governors of this Independent School for Girls with 860 pupils between the ages of 5 and 18 (890 day and 170 boarding). The present Bursar will retire at the end of the Summer Term 1988 and her successor should if possible be available to join at the beginning of or during that term.

Experience of end of a high degree of competence in financial matters, accounting and administration is essential as is a personality likely to fit happily into the small team of people running the school.

Further details and application form may be obtained from the Clerk to the Governors, St. Helen's School, Northwood, Middlesex HA8 3AS. The closing date for applications will be 30 January 1988.

(1000)

BENENDEN SCHOOL
(Independent boarding school:
400 girls 11-18)

Required in September 1988, following the retirement of Mrs. Richards, a

HEAD OF ENGLISH
to be responsible for a department of four
and teaching up to university entrance
level.

Benenden Scale (above Baker), plus responsibility allowance. Accommodation may be available.

Write for details to:
Mrs. G.D. duCharme,
Headmistress,
Benenden School,
Cranbrook, Kent. TN17 4AA.

Applications by 6th January 1988.

(1000)

English
Heads of Department
SHROPSHIRE
WREKIN COLLEGE
Required for January 1988. To teach English. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

SHROPSHIRE
WREKIN COLLEGE
Required for January 1988. To teach English. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Other Assistants

SHROPSHIRE
WREKIN COLLEGE
Required for January 1988. To teach English. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

SHROPSHIRE
WREKIN COLLEGE
Required for January 1988. To teach English. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Craft, Design &
Technology

Other Assistants

SHROPSHIRE
WREKIN COLLEGE
Required for January 1988. To teach English. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

GEOGRAPHY

An excellent opportunity for a full days pay for afternoon teaching only (3½ hours) to teach Geography up to and including G.C.S.E. We are an independent boys' school in North West London.

Please apply in writing or phone with full C.V. to the Headmaster, Pades House Grammar School, 250, East End Rd., London N2 8AU.

(1000)

KING'S COLLEGE SCHOOL
Wimbledon, SW19
HMC 610 Boys 13-18

Urgently required for January 1988

A Graduate Geographer
to teach GCSE and A Level

This is a temporary appointment for 1 or 2 terms with the possibility of a permanent appointment from September 1988.

Accommodation available. KCS Scale above Baker with inner London allowance.

Interested candidates should telephone the Head Master's Secretary for further details 01-947 9311.

(1000)

GRESHAM'S SCHOOL
HOLT, NORFOLK
MODERN LINGUIST
Required for September 1988

Mathematics
Other Assistants
BARNET
LONDON BOROUGH OF
Required for January 1988. To teach Mathematics. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

BARNET
LONDON BOROUGH OF
Required for January 1988. To teach Mathematics. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Suffolk

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Mathematics. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Mathematics. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Craft, Design &
Technology

Other Assistants

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Mathematics. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

GEOGRAPHY

An excellent opportunity for a full days pay for afternoon teaching only (3½ hours) to teach Geography up to and including G.C.S.E. We are an independent boys' school in North West London.

Please apply in writing or phone with full C.V. to the Headmaster, Pades House Grammar School, 250, East End Rd., London N2 8AU.

Further details and application form may be obtained from the Clerk to the Governors, St. Helen's School, Northwood, Middlesex HA8 3AS. The closing date for applications will be 30 January 1988.

Experience of end of a high degree of competence in financial matters, accounting and administration is essential as is a personality likely to fit happily into the small team of people running the school.

Further details and application form may be obtained from the Clerk to the Governors, St. Helen's School, Northwood, Middlesex HA8 3AS. The closing date for applications will be 30 January 1988.

Experience of end of a high degree of competence in financial matters, accounting and administration is essential as is a personality likely to fit happily into the small team of people running the school.

Further details and application form may be obtained from the Clerk to the Governors, St. Helen's School, Northwood, Middlesex HA8 3AS. The closing date for applications will be 30 January 1988.

Experience of end of a high degree of competence in financial matters, accounting and administration is essential as is a personality likely to fit happily into the small team of people running the school.

Further details and application form may be obtained from the Clerk to the Governors, St. Helen's School, Northwood, Middlesex HA8 3AS. The closing date for applications will be 30 January 1988.

Experience of end of a high degree of competence in financial matters, accounting and administration is essential as is a personality likely to fit happily into the small team of people running the school.

Further details and application form may be obtained from the Clerk to the Governors, St. Helen's School, Northwood, Middlesex HA8 3AS. The closing date for applications will be 30 January 1988.

Experience of end of a high degree of competence in financial matters, accounting and administration is essential as is a personality likely to fit happily into the small team of people running the school.

Further details and application form may be obtained from the Clerk to the Governors, St. Helen's School, Northwood, Middlesex HA8 3AS. The closing date for applications will be 30 January 1988.

Experience of end of a high degree of competence in financial matters, accounting and administration is essential as is a personality likely to fit happily into the small team of people running the school.

Further details and application form may be obtained from the Clerk to the Governors, St. Helen's School, Northwood, Middlesex HA8 3AS. The closing date for applications will be 30 January 1988.

Experience of end of a high degree of competence in financial matters, accounting and administration is essential as is a personality likely to fit happily into the small team of people running the school.

Further details and application form may be obtained from the Clerk to the Governors, St. Helen's School, Northwood, Middlesex HA8 3AS. The closing date for applications will be 30 January 1988.

INDEPENDENT
EDUCATION

continued

By Subject Classification

Art and Design

Other Assistants

SHROPSHIRE
WREKIN COLLEGE
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Suffolk

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Craft, Design &
Technology

Other Assistants

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

ST. MARY'S SCHOOL ASCOT
RC Boarding School for 320 girls 10-18,
80 in the Sixth FormSENIOR HOUSEMISTRESS
Required for April or September 1988, a well
qualified and experienced Housemistress to be
responsible for a House of 60+ girls.

Applicants must be teachers and practising R.C.

- Salary: above Baker Scale
- Accommodation: Family House
- Any teaching subject considered

Please write for further details and an application form to:

The Headmistress,
St. Mary's School,
Ascot,
Berks.
SL5 9JF

(1000)

THE MOUNT SCHOOL
Independent Girls School
for pupils 7-18

Required for January

DRAMA
TEACHER

throughout the school up to and including GCSE and A Level Theatre Studies.

Apply in writing to the Headmistress, The Mount School, Milesplit Hill, London NW7 2RX with cv and names of two referees.

(1000)

THE MOUNT SCHOOL
Independent Girls School
for pupils 7-18

Required for January

Required for January

Science
Other Assistants
CANTERBURY
KENT COLLEGE
Required for January 1988. To teach Science. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

CANTERBURY
KENT COLLEGE
Required for January 1988. To teach Science. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Suffolk

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Science. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Science. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Craft, Design &
Technology

Other Assistants

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Science. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

THE MOUNT SCHOOL
Independent Girls School for pupils 7-18ENGLISH
throughout the school including some
GCSE and possible A level.

Applicants must be teachers and practising R.C.

- Salary: above Baker Scale
- Accommodation: Family House
- Any teaching subject considered

Please write for further details and an application form to:

The Headmistress,
St. Mary's School,
Ascot,
Berks.
SL5 9JF

(1000)

THE MOUNT SCHOOL
Independent Girls School
for pupils 7-18

Required for January

DRAMA
TEACHER

throughout the school up to and including GCSE and A Level Theatre Studies.

Apply in writing to the Headmistress, The Mount School, Milesplit Hill, London NW7 2RX with cv and names of two referees.

(1000)

THE MOUNT SCHOOL
Independent Girls School
for pupils 7-18

Required for January

Required for January

INDEPENDENT
EDUCATION

continued

By Subject Classification

Art and Design

Other Assistants

SHROPSHIRE
WREKIN COLLEGE
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Suffolk

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

Craft, Design &
Technology

Other Assistants

Suffolk
FRAMLINGHAM
Required for January 1988. To teach Art and Design. Full-time position. Salary £10,000. Applications by 15th January 1988. Tel: 01606 6310. 181224

THE MOUNT SCHOOL
Independent Girls School for pupils 7-18ENGLISH
throughout the school including some
GCSE and possible A level.

Applicants must be teachers and practising R.C.

- Salary: above Baker Scale
- Accommodation: Family House
- Any teaching subject considered

Please write for further details and an application form to:

The Headmistress,
St. Mary's School,
Ascot,
Berks.
SL5 9JF

(1000)

THE MOUNT SCHOOL
Independent Girls School
for pupils 7-18

Required for January

DRAMA
TEACHER

throughout the school up to and including GCSE and A Level Theatre Studies.

Apply in writing to the Headmistress, The Mount School, Milesplit Hill, London NW7 2RX with cv and names of two referees.

(1000)

THE MOUNT SCHOOL
Independent Girls School
for pupils 7-18

Required for January

Required for January

PREPARATORY SCHOOLS

WESTSUSSEX
BRACKNELL WATER MANOR
SCHOOL
Bracknell Water Road, Worthing
BN14 8TU
Tel: (0903) 201123
A 6 Co-educational Day
School of 300 pupils aged 4-13.
From September 1988, the
school will be split into two
years. The school has a strong
emphasis on the arts and
sports. Details and application form
from the Headmaster.
118571

NORTH LINCOLNSHIRE COLLEGE
Principal: Arthur Riddings

VICE-PRINCIPAL (RESOURCE MANAGEMENT) (GROUP 7)

This post, one of two Vice-Principalships, carries with it a college-wide responsibility for resource management together with the site responsibility for the largest of the College's three major centres, Lincoln.

Applicants for the post, which is currently vacant, should be both familiar with and experienced in contemporary resource management procedures.

Whilst the College is involved with a significant AFE programme its work is substantially in the NAFE sector within which candidates should have recent senior management experience.

Application forms and further particulars are available from the Director of Education, Post Compulsory Section, County Offices, Newland, Lincoln LN1 1YL. Tel: (0522) 652222 to whom they should be returned by 31st December 1987.



UXBRIDGE TECHNICAL COLLEGE

(Group 6) Park Road, Uxbridge, Middx
Principal: Mr T. Hannegan M.Sc

SECOND VICE PRINCIPAL

Salary within VP Group 6 Range plus £795 Outer London Allowance.

Applications are invited from well qualified and experienced candidates for this newly created post of second Vice Principal for this developing college.

The post offers an excellent opportunity for a person with initiative and energy to make a significant contribution to the management of the college and will entail various college-wide responsibilities.

The post is available from April 1988.

Application forms and further details are available from: Principal's Secretary, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ.

Closing date: 5th January, 1988.

Uxbridge is an equal opportunities employer, welcoming applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

118008

STEVENAGE COLLEGE

Your passport to success

Head of Department of Learning Resources (Grade III)

A products oriented librarian with experience in an educational library is needed to manage and develop the college's learning resource service. Responsibilities will include two college libraries, audio visual services and a centralised reprographic facility. The department has an extensive teaching programme in the field of educational technology and information skills.

Stevens College is part of the HERTS network of college libraries and resource centres whose headquarters are at Hatfield Polytechnic.

Hertfordshire County Council has a generous relocation package in approved cases.

Salary within the range £18,456-£17,263 (under review) depending upon qualifications and experience.

Further particulars and application forms are available from the Principal of the College, Monkwood Way, Stevenage, Herts. SG1 1LA. (Telephone 0438 312822) to whom they should be returned by 30th December 1987.

118009

By Subject Classification

Art and Design

Other Assistants

WESTSUSSEX

Required September - Teacher of ceramics/pottery. Ability to teach to co-operate with CDT team of 3 others is essential. Post involving direct responsibility for well equipped studio within the department as a whole.

Willingness to contribute to the life of a busy boarding school - 330 boys and girls age 8-15 is also important. Please apply with full CV and salary history to: Mr & Mrs C.C. Moulden, Windlesham House School, Windlesham, Guildford, Surrey GU24 0AY. Tel: (01483) 821424.

200018

NORTH LINCOLNSHIRE COLLEGE
Principal: Arthur Riddings

VICE-PRINCIPAL (RESOURCE MANAGEMENT) (GROUP 7)

This post, one of two Vice-Principalships, carries with it a college-wide responsibility for resource management together with the site responsibility for the largest of the College's three major centres, Lincoln.

Applicants for the post, which is currently vacant, should be both familiar with and experienced in contemporary resource management procedures.

Whilst the College is involved with a significant AFE programme its work is substantially in the NAFE sector within which candidates should have recent senior management experience.

Application forms and further particulars are available from the Director of Education, Post Compulsory Section, County Offices, Newland, Lincoln LN1 1YL. Tel: (0522) 652222 to whom they should be returned by 31st December 1987.



UXBRIDGE TECHNICAL COLLEGE

(Group 6) Park Road, Uxbridge, Middx
Principal: Mr T. Hannegan M.Sc

SECOND VICE PRINCIPAL

Salary within VP Group 6 Range plus £795 Outer London Allowance.

Applications are invited from well qualified and experienced candidates for this newly created post of second Vice Principal for this developing college.

The post offers an excellent opportunity for a person with initiative and energy to make a significant contribution to the management of the college and will entail various college-wide responsibilities.

The post is available from April 1988.

Application forms and further details are available from: Principal's Secretary, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ.

Closing date: 5th January, 1988.

Uxbridge is an equal opportunities employer, welcoming applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

118008

STEVENAGE COLLEGE

Your passport to success

Head of Department of Learning Resources (Grade III)

A products oriented librarian with experience in an educational library is needed to manage and develop the college's learning resource service. Responsibilities will include two college libraries, audio visual services and a centralised reprographic facility. The department has an extensive teaching programme in the field of educational technology and information skills.

Stevens College is part of the HERTS network of college libraries and resource centres whose headquarters are at Hatfield Polytechnic.

Hertfordshire County Council has a generous relocation package in approved cases.

Salary within the range £18,456-£17,263 (under review) depending upon qualifications and experience.

Further particulars and application forms are available from the Principal of the College, Monkwood Way, Stevenage, Herts. SG1 1LA. (Telephone 0438 312822) to whom they should be returned by 30th December 1987.

118009

English

Heads of Department

WORCESTERSHIRE

THE ELMS
Colwell, Malvern WR15 6EF
15 children - 30 girls, mainly boarding.
Required September - a graduate keen to develop the teaching of English to P. 5 & 6 level, and become fully involved in the life of the school with opportunity for responsibility. Good knowledge of English and a willingness to work with the department as a whole.

Willingness to contribute to the life of a busy boarding school - 330 boys and girls age 8-15 is also important. Please apply with full CV and salary history to: Mr & Mrs C.C. Moulden, Windlesham House School, Windlesham, Guildford, Surrey GU24 0AY. Tel: (01483) 821424.

200018

NORTH LINCOLNSHIRE COLLEGE
Principal: Arthur Riddings

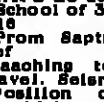
VICE-PRINCIPAL (RESOURCE MANAGEMENT) (GROUP 7)

This post, one of two Vice-Principalships, carries with it a college-wide responsibility for resource management together with the site responsibility for the largest of the College's three major centres, Lincoln.

Applicants for the post, which is currently vacant, should be both familiar with and experienced in contemporary resource management procedures.

Whilst the College is involved with a significant AFE programme its work is substantially in the NAFE sector within which candidates should have recent senior management experience.

Application forms and further particulars are available from the Director of Education, Post Compulsory Section, County Offices, Newland, Lincoln LN1 1YL. Tel: (0522) 652222 to whom they should be returned by 31st December 1987.



UXBRIDGE TECHNICAL COLLEGE

(Group 6) Park Road, Uxbridge, Middx
Principal: Mr T. Hannegan M.Sc

SECOND VICE PRINCIPAL

Salary within VP Group 6 Range plus £795 Outer London Allowance.

Applications are invited from well qualified and experienced candidates for this newly created post of second Vice Principal for this developing college.

The post offers an excellent opportunity for a person with initiative and energy to make a significant contribution to the management of the college and will entail various college-wide responsibilities.

The post is available from April 1988.

Application forms and further details are available from: Principal's Secretary, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ.

Closing date: 5th January, 1988.

Uxbridge is an equal opportunities employer, welcoming applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

118008

STEVENAGE COLLEGE

Your passport to success

Head of Department of Learning Resources (Grade III)

A products oriented librarian with experience in an educational library is needed to manage and develop the college's learning resource service. Responsibilities will include two college libraries, audio visual services and a centralised reprographic facility. The department has an extensive teaching programme in the field of educational technology and information skills.

Stevens College is part of the HERTS network of college libraries and resource centres whose headquarters are at Hatfield Polytechnic.

Hertfordshire County Council has a generous relocation package in approved cases.

Salary within the range £18,456-£17,263 (under review) depending upon qualifications and experience.

Further particulars and application forms are available from the Principal of the College, Monkwood Way, Stevenage, Herts. SG1 1LA. (Telephone 0438 312822) to whom they should be returned by 30th December 1987.

118009

Science

Heads of Department

WIRRAL

KINOSMEAD SCHOOL
Required for September 1988. Enthusiastic to be responsible for science in the Evenden Christian boarding/day co-ed school. There is the possibility of a Housemaster post for the right applicant. Ability to take a full part in the extra-curricular life of the school an advantage. Accommodation may be available. Salary according to experience.

Apply with CV and names of two referees to the Headmaster, Kinomead School, Kinomead, Wirral L47 0LL. (1987) 204818

204818

NORTH LINCOLNSHIRE COLLEGE
Principal: Arthur Riddings

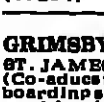
VICE-PRINCIPAL (RESOURCE MANAGEMENT) (GROUP 7)

This post, one of two Vice-Principalships, carries with it a college-wide responsibility for resource management together with the site responsibility for the largest of the College's three major centres, Lincoln.

Applicants for the post, which is currently vacant, should be both familiar with and experienced in contemporary resource management procedures.

Whilst the College is involved with a significant AFE programme its work is substantially in the NAFE sector within which candidates should have recent senior management experience.

Application forms and further particulars are available from the Director of Education, Post Compulsory Section, County Offices, Newland, Lincoln LN1 1YL. Tel: (0522) 652222 to whom they should be returned by 31st December 1987.



UXBRIDGE TECHNICAL COLLEGE

(Group 6) Park Road, Uxbridge, Middx
Principal: Mr T. Hannegan M.Sc

SECOND VICE PRINCIPAL

Salary within VP Group 6 Range plus £795 Outer London Allowance.

Applications are invited from well qualified and experienced candidates for this newly created post of second Vice Principal for this developing college.

The post offers an excellent opportunity for a person with initiative and energy to make a significant contribution to the management of the college and will entail various college-wide responsibilities.

The post is available from April 1988.

Application forms and further details are available from: Principal's Secretary, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ.

Closing date: 5th January, 1988.

Uxbridge is an equal opportunities employer, welcoming applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

118008

STEVENAGE COLLEGE

Your passport to success

Head of Department of Learning Resources (Grade III)

A products oriented librarian with experience in an educational library is needed to manage and develop the college's learning resource service. Responsibilities will include two college libraries, audio visual services and a centralised reprographic facility. The department has an extensive teaching programme in the field of educational technology and information skills.

Stevens College is part of the HERTS network of college libraries and resource centres whose headquarters are at Hatfield Polytechnic.

Hertfordshire County Council has a generous relocation package in approved cases.

Salary within the range £18,456-£17,263 (under review) depending upon qualifications and experience.

Further particulars and application forms are available from the Principal of the College, Monkwood Way, Stevenage, Herts. SG1 1LA. (Telephone 0438 312822) to whom they should be returned by 30th December 1987.

118009

Other Assistants

WESTSUSSEX

Required for January or April 1988. Senior English Teacher (ideally to present incumbent's appointment as Headmaster) for 11-13 age range, including Common Entrance and Scholarship. Ability to coach games, especially cricket, and also rugby football and hockey is an advantage. Accommodation available. Please apply with full CV and salary history to: Mr & Mrs C.C. Moulden, Windlesham House School, Windlesham, Guildford, Surrey GU24 0AY. Tel: (01483) 821424.

200018

Other Assistants

WESTSUSSEX

Required for January or April 1988. Senior English Teacher (ideally to present incumbent's appointment as Headmaster) for 11-13 age range, including Common Entrance and Scholarship. Ability to coach games, especially cricket, and also rugby football and hockey is an advantage. Accommodation available. Please apply with full CV and salary history to: Mr & Mrs C.C. Moulden, Windlesham House School, Windlesham, Guildford, Surrey GU24 0AY. Tel: (01483) 821424.

200018

NORTH LINCOLNSHIRE COLLEGE
Principal: Arthur Riddings

VICE-PRINCIPAL (RESOURCE MANAGEMENT) (GROUP 7)

This post, one of two Vice-Principalships, carries with it a college-wide responsibility for resource management together with the site responsibility for the largest of the College's three major centres, Lincoln.

Applicants for the post, which is currently vacant, should be both familiar with and experienced in contemporary resource management procedures.

Whilst the College is involved with a significant AFE programme its work is substantially in the NAFE sector within which candidates should have recent senior management experience.

Application forms and further particulars are available from the Director of Education, Post Compulsory Section, County Offices, Newland, Lincoln LN1 1YL. Tel: (0522) 652222 to whom they should be returned by 31st December 1987.



UXBRIDGE TECHNICAL COLLEGE

(Group 6) Park Road, Uxbridge, Middx
Principal: Mr T. Hannegan M.Sc

SECOND VICE PRINCIPAL

Salary within VP Group 6 Range plus £795 Outer London Allowance.

Applications are invited from well qualified and experienced candidates for this newly created post of second Vice Principal for this developing college.

The post offers an excellent opportunity for a person with initiative and energy to make a significant contribution to the management of the college and will entail various college-wide responsibilities.

The post is available from April 1988.

Application forms and further details are available from: Principal's Secretary, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ.

Closing date: 5th January, 1988.

Uxbridge is an equal opportunities employer, welcoming applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

118008

STEVENAGE COLLEGE

Your passport to success

Head of Department of Learning Resources (Grade III)

A products oriented librarian with experience in an educational library is needed to manage and develop the college's learning resource service. Responsibilities will include two college libraries, audio visual services and a centralised reprographic facility. The department has an extensive teaching programme in the field of educational technology and information skills.

Stevens College is part of the HERTS network of college libraries and resource centres whose headquarters are at Hatfield Polytechnic.

Hertfordshire County Council has a generous relocation package in approved cases.

Salary within the range £18,456-£17,263 (under review) depending upon qualifications and experience.

Further particulars and application forms are available from the Principal of the College, Monkwood Way, Stevenage, Herts. SG1 1LA. (Telephone 0438 312822) to whom they should be returned by 30th December 1987.

118009

Other Assistants

WESTSUSSEX

Required for January or April 1988. Senior English Teacher (ideally to present incumbent's appointment as Headmaster) for 11-13 age range, including Common Entrance and Scholarship. Ability to coach games, especially cricket, and also rugby football and hockey is an advantage. Accommodation available. Please apply with full CV and salary history to: Mr & Mrs C.C. Moulden, Windlesham House School, Windlesham, Guildford, Surrey GU24 0AY. Tel: (01483) 821424.

200018

Other Assistants

WESTSUSSEX

Required for January or April 1988. Senior English Teacher (ideally to present incumbent's appointment as Headmaster) for 11-13 age range, including Common Entrance and Scholarship. Ability to coach games, especially cricket, and also rugby football and hockey is an advantage. Accommodation available. Please apply with full CV and salary history to: Mr & Mrs C.C. Moulden, Windlesham House School, Windlesham, Guildford, Surrey GU24 0AY. Tel: (01483) 821424.

200018

NORTH LINCOLNSHIRE COLLEGE
Principal: Arthur Riddings

VICE-PRINCIPAL (RESOURCE MANAGEMENT) (GROUP 7)

This post, one of two Vice-Principalships, carries with it a college-wide responsibility for resource management together with the site responsibility for the largest of the College's three major centres, Lincoln.

Applicants for the post, which is currently vacant, should be both familiar with and experienced in contemporary resource management procedures.

Whilst the College is involved with a significant AFE programme its work is substantially in the NAFE sector within which candidates should have recent senior management experience.

Application forms and further particulars are available from the Director of Education, Post Compulsory Section, County Offices, Newland, Lincoln LN1 1YL. Tel: (0522) 652222 to whom they should be returned by 31st December 1987.



UXBRIDGE TECHNICAL COLLEGE

(Group 6) Park Road, Uxbridge, Middx
Principal: Mr T. Hannegan M.Sc

SECOND VICE PRINCIPAL

Salary within VP Group 6 Range plus £795 Outer London Allowance.

Applications are invited from well qualified and experienced candidates for this newly created post of second Vice Principal for this developing college.

The post offers an excellent opportunity for a person with initiative and energy to make a significant contribution to the management of the college and will entail various college-wide responsibilities.

The post is available from April 1988.

Application forms and further details are available from: Principal's Secretary, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ.

Closing date: 5th January, 1988.

Uxbridge is an equal opportunities employer, welcoming applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

118008

STEVENAGE COLLEGE

Your passport to success

Head of Department of Learning Resources (Grade III)

A products oriented librarian with experience in an educational library is needed to manage and develop the college's learning resource service. Responsibilities will include two college libraries, audio visual services and a centralised reprographic facility. The department has an extensive teaching programme in the field of educational technology and information skills.

Stevens College is part of the HERTS network of college libraries and resource centres whose headquarters are at Hatfield Polytechnic.

Hertfordshire County Council has a generous relocation package in approved cases.

Salary within the range £18,456-£17,263 (under review) depending upon qualifications and experience.

Further particulars and application forms are available from the Principal of the College, Monkwood Way, Stevenage, Herts. SG1 1LA. (Telephone 0438 312822) to whom they should be returned by 30th December 1987.

118009

ilea

Working in Education

Closing date for all posts is 31st January 1988, unless otherwise stated.

All full-time posts are available for job share unless indicated otherwise.

Lecturers

JOB SHARING. All posts are available for job share. Applications for job share should be considered on a part-time basis. Salary scales are available on request. All posts are available for job share unless indicated otherwise.

TEMPORARY LECTURER II
Required from January 1988. Lecturer Grade II to teach in the Department of Social and Community Studies. Salary scale £13,335 - £17,448 p.a. (1987/88). Closing date: 31st January 1988.

TEMPORARY LECTURER II
Required from January 1988. Lecturer Grade II to teach in the Department of Social and Community Studies. Salary scale £13,335 - £17,448 p.a. (1987/88). Closing date: 31st January 1988.

Head of Department Grade III

Required as soon as possible to take charge of a thriving Department including Physical Education, Dance, Health and Food Studies. The person appointed will be responsible for the curriculum development and co-ordination of the department's work. Wide experience of teaching, relevant qualifications and experience of administration in adult education, 3 commitment to equal opportunities and a special interest in one or more of the subject areas are essential. The Department is essential to the work of the Institute. The person appointed will work closely with the Institute and its committees to develop an effective curriculum responsive to community demands. This post is not suitable for job share.

Lecturer II (0.5) Health & Food Studies

To be responsible for the food and health section of the Department of Physical Education. Responsibilities will include oversight and development of the programme, recruitment, support and training of tutors. Candidates should have experience of teaching adults and be qualified in health and food studies. Job description and application form from Senior Administrative Officer at the above address.

SOUTHWARK COLLEGE

The City, SE1 1LE. Southwark College is the major provider of 16-19 Education and training in the North and Centre of Southwark. The college has a proven track record in responsiveness to Community and Employment demand.

Visiting Lecturers

From £10.33 per hour. Part-time staff required to teach up to a maximum of 12 hours per week on a range of business studies modules including: Finance, Accounts, Information Processing, Word Processing, Studentship from 16 year old school leavers to adults returning to study. Write or telephone for appointment or for further information to: Chris Vennahou, Southwark College, Business Studies Department, Borough Road, London SE1 3DP. Tel: 01-528 5551 ext. 225.

Visiting Lecturers

From £10.33 per hour. Part-time staff required to teach up to a maximum of 12 hours per week on a range of business studies modules including: Finance, Accounts, Information Processing, Word Processing, Studentship from 16 year old school leavers to adults returning to study. Write or telephone for appointment or for further information to: Chris Vennahou, Southwark College, Business Studies Department, Borough Road, London SE1 3DP. Tel: 01-528 5551 ext. 225.

Temporary Lecturer II

Required from January 1988. Lecturer Grade II to teach in the Department of Social and Community Studies. Salary scale £13,335 - £17,448 p.a. (1987/88). Closing date: 31st January 1988.

Part-Time Teachers

Part-time staff needed in the Department of Social and Community Studies for Spring Term 1988, able to contribute in the following areas: Health Education, Social Studies, Psychology in Social Care context. Further details and application forms obtainable from Mrs A. Yarrow, Head of Department Grade III, 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 195, 205, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385, 395, 405, 415, 425, 435, 445, 455, 465, 475, 485, 495, 505, 515, 525, 535, 545, 555, 565, 575, 585, 595, 605, 615, 625, 635, 645, 655, 665, 675, 685, 695, 705, 715, 725, 735, 745, 755, 765, 775, 785, 795, 805, 815, 825, 835, 845, 855, 865, 875, 885, 895, 905, 915, 925, 935, 945, 955, 965, 975, 985, 995, 1005, 1015, 1025, 1035, 1045, 1055, 1065, 1075, 1085, 1095, 1105, 1115, 1125, 1135, 1145, 1155, 1165, 1175, 1185, 1195, 1205, 1215, 1225, 1235, 1245, 1255, 1265, 1275, 1285, 1295, 1305, 1315, 1325, 1335, 1345, 1355, 1365, 1375, 1385, 1395, 1405, 1415, 1425, 1435, 1445, 1455, 1465, 1475, 1485, 1495, 1505, 1515, 1525, 1535, 1545, 1555, 1565, 1575, 1585, 1595, 1605, 1615, 1625, 1635, 1645, 1655, 1665, 1675, 1685, 1695, 1705, 1715, 1725, 1735, 1745, 1755, 1765, 1775, 1785, 1795, 1805, 1815, 1825, 1835, 1845, 1855, 1865, 1875, 1885, 1895, 1905, 1915, 1925, 1935, 1945, 1955, 1965, 1975, 1985, 1995, 2005, 2015, 2025, 2035, 2045, 2055, 2065, 2075, 2085, 2095, 2105, 2115, 2125, 2135, 2145, 2155, 2165, 2175, 2185, 2195, 2205, 2215, 2225, 2235, 2245, 2255, 2265, 2275, 2285, 2295, 2305, 2315, 2325, 2335, 2345, 2355, 2365, 2375, 2385, 2395, 2405, 2415, 2425, 2435, 2445, 2455, 2465, 2475, 2485, 2495, 2505, 2515, 2525, 2535, 2545, 2555, 2565, 2575, 2585, 2595, 2605, 2615, 2625, 2635, 2645, 2655, 2665, 2675, 2685, 2695, 2705, 2715, 2725, 2735, 2745, 2755, 2765, 2775, 2785, 2795, 2805, 2815, 2825, 2835, 2845, 2855, 2865, 2875, 2885, 2895, 2905, 2915, 2925, 2935, 2945, 2955, 2965, 2975, 2985, 2995, 3005, 3015, 3025, 3035, 3045, 3055, 3065, 3075, 3085, 3095, 3105, 3115, 3125, 3135, 3145, 3155, 3165, 3175, 3185, 3195, 3205, 3215, 3225, 3235, 3245, 3255, 3265, 3275, 3285, 3295, 3305, 3315, 3325, 3335, 3345, 3355, 3365, 3375, 3385, 3395, 3405, 3415, 3425, 3435, 3445, 3455, 3465, 3475, 3485, 3495, 3505, 3515, 3525, 3535, 3545, 3555, 3565, 3575, 3585, 3595, 3605, 3615, 3625, 3635, 3645, 3655, 3665, 3675, 3685, 3695, 3705, 3715, 3725, 3735, 3745, 3755, 3765, 3775, 3785, 3795, 3805, 3815, 3825, 3835, 3845, 3855, 3865, 3875, 3885, 3895, 3905, 3915, 3925, 3935, 3945, 3955, 3965, 3975, 3985, 3995, 4005, 4015, 4025, 4035, 4045, 4055, 4065, 4075, 4085, 4095, 4105, 4115, 4125, 4135, 4145, 4155, 4165, 4175, 4185, 4195, 4205, 4215, 4225, 4235, 4245, 4255, 4265, 4275, 4285, 4295, 4305, 4315, 4325, 4335, 4345, 4355, 4365, 4375, 4385, 4395, 4405, 4415, 4425, 4435, 4445, 4455, 4465, 4475, 4485, 4495, 4505, 4515, 4525, 4535, 4545, 4555, 4565, 4575, 4585, 4595, 4605, 4615, 4625, 4635, 4645, 4655, 4665, 4675, 4685, 4695, 4705, 4715, 4725, 4735, 4745, 4755, 4765, 4775, 4785, 4795, 4805, 4815, 4825, 4835, 4845, 4855, 4865, 4875, 4885, 4895, 4905, 4915, 4925, 4935, 4945, 4955, 4965, 4975, 4985, 4995, 5005, 5015, 5025, 5035, 5045, 5055, 5065, 5075, 5085, 5095, 5105, 5115, 5125, 5135, 5145, 5155, 5165, 5175, 5185, 5195, 5205, 5215, 5225, 5235, 5245, 5255, 5265, 5275, 5285, 5295, 5305, 5315, 5325, 5335, 5345, 5355, 5365, 5375, 5385, 5395, 5405, 5415, 5425, 5435, 5445, 5455, 5465, 5475, 5485, 5495, 5505, 5515, 5525, 5535, 5545, 5555, 5565, 5575, 5585, 5595, 5605, 5615, 5625, 5635, 5645, 5655, 5665, 5675, 5685, 5695, 5705, 5715, 5725, 5735, 5745, 5755, 5765, 5775, 5785, 5795, 5805, 5815, 5825, 5835, 5845, 5855, 5865, 5875, 5885, 5895, 5905, 5915, 5925, 5935, 5945, 5955, 5965, 5975, 5985, 5995, 6005, 6015, 6025, 6035, 6045, 6055, 6065, 6075, 6085, 6095, 6105, 6115, 6125, 6135, 6145, 6155, 6165, 6175, 6185, 6195, 6205, 6215, 6225, 6235, 6245, 6255, 6265, 6275, 6285, 6295, 6305, 6315, 6325, 6335, 6345, 6355, 6365, 6375, 6385, 6395, 6405, 6415, 6425, 6435, 6445, 6455, 6465, 6475, 6485, 6495, 6505, 6515, 6525, 6535, 6545, 6555, 6565, 6575, 6585, 6595, 6605, 6615, 6625, 6635, 6645, 6655, 6665, 6675, 6685, 6695, 6705, 6715, 6725, 6735, 6745, 6755, 6765, 6775, 6785, 6795, 6805, 6815, 6825, 6835, 6845, 6855, 6865, 6875, 6885, 6895, 6905, 6915, 6925, 6935, 6945, 6955, 6965, 6975, 6985, 6995, 7005, 7015, 7025, 7035, 7045, 7055, 7065, 7075, 7085, 7095, 7105, 7115, 7125, 7135, 7145, 7155, 7165, 7175, 7185, 7195, 7205, 7215, 7225, 7235, 7245, 7255, 7265, 7275, 7285, 7295, 7305, 7315, 7325, 7335, 7345, 7355, 7365, 7375, 7385, 7395, 7405, 7415, 7425, 7435, 7445, 7455, 7465, 7475, 7485, 7495, 7505, 7515, 7525, 7535, 7545, 7555, 7565, 7575, 7585, 7595, 7605, 7615, 7625, 7635, 7645, 7655, 7665, 7675, 7685, 7695, 7705, 7715, 7725, 7735, 7745, 7755, 7765, 7775, 7785, 7795, 7805, 7815, 7825, 7835, 7845, 7855, 7865, 7875, 7885, 7895, 7905, 7915, 7925, 7935, 7945, 7955, 7965, 7975, 7985, 7995, 8005, 8015, 8025, 8035, 8045, 8055, 8065, 8075, 8085, 8095, 8105, 8115, 8125, 8135, 8145, 8155, 8165, 8175, 8185, 8195, 8205, 8215, 8225, 8235, 8245, 8255, 8265, 8275, 8285, 8295, 8305, 8315, 8325, 8335, 8345, 8355, 8365, 8375, 8385, 8395, 8405, 8415, 8425, 8435, 8445, 8455, 8465, 8475, 8485, 8495, 8505, 8515, 8525, 8535, 8545, 8555, 8565, 8575, 8585, 8595, 8605, 8615, 8625, 8635, 8645, 8655, 8665, 8675, 8685, 8695, 8705, 8715, 8725, 8735, 8745, 8755, 8765, 8775, 8785, 8795, 8805, 8815, 8825, 8835, 8845, 8855, 8865, 8875, 8885, 8895, 8905, 8915, 8925, 8935, 8945, 8955, 8965, 8975, 8985, 8995, 9005, 9015, 9025, 9035, 9045, 9055, 9065, 9075, 9085, 9095, 9105, 9115, 9125, 9135, 9145, 9155, 9165, 9175, 9185, 9195, 9205, 9215, 9225, 9235, 9245, 9255, 9265, 9275, 9285, 9295, 9305, 9315, 9325, 9335, 9345, 9355, 9365, 9375, 9385, 9395, 9405, 9415, 9425, 9435, 9445, 9455, 9465, 9475, 9485, 9495, 9505, 9515, 9525, 9535, 9545, 9555, 9565, 9575, 9585, 9595, 9605, 9615, 9625, 9635, 9645, 9655, 9665, 9675, 9685, 9695, 9705, 9715, 9725, 9735, 9745, 9755, 9765, 9775, 9785, 9795, 9805, 9815, 9825, 9835, 9845, 9855, 9865, 9875, 9885, 9895, 9905, 9915, 9925, 9935, 9945, 9955, 9965, 9975, 9985, 9995, 10005, 10015, 10025, 10035, 10045, 10055, 10065, 10075, 10085, 10095, 10105, 10115, 10125, 10135, 10145, 10155, 10165, 10175, 10185, 10195, 10205, 10215, 10225, 10235, 10245, 10255, 10265, 10275, 10285, 10295, 10305, 10315, 10325, 10335, 10345, 10355, 10365, 10375, 10385, 10395, 10405, 10415, 10425, 10435, 10445, 10455, 10465, 10475, 10485, 10495, 10505, 10515, 10525, 10535, 10545, 10555, 10565, 10575, 10585, 10595, 10605, 10615, 10625, 10635, 10645, 10655, 10665, 10675, 10685, 10695, 10705, 10715, 10725, 10735, 10745, 10755, 10765, 10775, 10785, 10795, 10805, 10815, 10825, 10835, 10845, 10855, 10865, 10875, 10885, 10895, 10905, 10915, 10925, 10935, 10945, 10955, 10965, 10975, 10985, 10995, 11005, 11015, 11025, 11035, 11045, 11055, 11065, 11075, 11085, 11095, 11105, 11115, 11125, 11135, 11145, 11155, 11165, 11175, 11185, 11195, 11205, 11215, 11225, 11235, 11245, 11255, 11265, 11275, 11285, 11295, 11305, 11315, 11325, 11335, 11345, 11355, 11365, 11375, 11385, 11395, 11405, 11415, 11425, 11435, 11445, 11455, 11465, 11475, 11485, 11495, 11505, 11515, 11525, 11535, 11545, 11555, 11565, 11575, 11585, 11595, 11605, 11615, 11625, 11635, 11645, 11655, 11665, 11675, 11685, 11695, 11705, 11715, 11725, 11735, 11745, 11755, 11765, 11775, 11785, 11795, 11805, 11815, 11825, 11835, 11845, 11855, 11865, 11875, 11885, 11895, 11905, 11915, 11925, 11935, 11945, 11955, 11965, 11975, 11985, 11995, 12005, 12015, 12025, 12035, 12045, 12055, 12065, 12075, 12085, 12095, 12105, 12115, 12125, 12135, 12145, 12155, 12165, 12175, 12185, 12195, 12205, 12215, 12225, 12235, 12245, 12255, 12265, 12275, 12285, 12295, 12305, 12315, 12325, 12335, 12345, 12355, 12365, 12375, 12385, 12395, 12405, 12415, 12425, 12435, 12445, 12455, 12465, 12475, 12485, 12495, 12505, 12515, 12525, 12535, 12545, 12555, 12565, 12575, 12585, 12595, 12605, 12615, 12625, 12635, 12645, 12655, 12665, 12675, 12685, 12695, 12705, 12715, 12725, 12735, 12745, 12755, 12765, 12775, 12785, 12795, 12805, 12815, 12825, 12835, 12845, 12855, 12865, 12875, 12885, 12895, 12905, 12915, 12925, 12935, 12945, 12955, 12965, 12975, 12985, 12995, 13005, 13015, 13025, 13035, 13045, 13055, 13065, 13075, 13085, 13095, 13105, 13115, 13125, 13135, 13145, 13155, 13165, 13175, 13185, 13195, 13205, 13215, 13225, 13235, 13245, 13255, 13265, 13275, 13285, 13295, 13305, 13315, 13325, 13335, 13345, 13355, 13365, 13375, 13385, 13395, 13405, 13415, 13425, 13435, 13445, 13455, 13465, 13475, 13485, 13495, 13505, 13515, 13525, 13535, 13545, 13555, 13565, 13575, 13585, 13595, 13605, 13615, 13625, 13635, 13645, 13655, 13665, 13675, 13685, 13695, 13705, 13715, 13725, 13735, 13745, 13755, 13765, 13775, 13785, 13795, 13805, 13815, 13825, 13835, 13845, 13855, 13865, 13875, 13885, 13895, 13905, 13915, 13925, 13935, 13945, 13955, 13965, 13975, 13985, 13995, 14005, 14015, 14025, 14035, 14045, 14055, 14065, 14075, 14085, 14095, 14105, 14115, 14125, 14135, 14145, 14155, 14165, 14175, 14185, 14195, 14205, 14215, 14225, 14235, 14245, 14255, 14265, 14275, 14285, 14295, 14305, 14315, 14325, 14335, 14345, 14355, 14365, 14375, 14385, 14395, 14405, 14415, 14425, 14435, 14445, 14455, 14465, 14475, 14485, 14495, 14505, 14515, 14525, 14535, 14545, 14555, 14565, 14575, 14585, 14595, 14605, 14615, 14625, 14635, 14645, 14655, 14665, 14675, 14685, 14695, 14705, 14715, 14725, 14735, 14745, 14755, 14765, 14775, 14785, 14795, 14805, 14815, 14825, 14835, 14845, 14855, 14865, 14875, 14885, 14895, 14905, 14915, 14925, 14935, 14945, 14955, 14965, 14975, 14985, 14995, 15005, 15015, 15025, 15035, 15045, 15055, 15065, 15075, 15085, 15095, 15105, 15115, 15125, 15135, 15145, 15155, 15165, 15175, 15185, 15195, 15205, 15215, 15225, 15235, 15245, 15255, 15265, 15275, 15285, 15295, 15305, 15315, 15325, 15335, 15345, 15355, 15365, 15375, 15385, 15395, 15405, 15415, 15425, 15435, 15445, 15455, 15465, 15475, 15485, 15495, 15505, 15515, 15525, 15535, 15545, 15555, 15565, 15575, 15585, 15595, 15605, 15615, 15625, 15635, 15645, 15655, 15665, 15675, 15685, 15695, 15705, 15715, 15725, 15735, 15745, 15755, 15765, 15775, 15785, 15795, 15805, 15815, 15825, 15835, 15845, 15855, 15865, 15875, 15885, 15895, 15905, 15915, 15925, 15935, 15945, 15955, 15965, 15975, 15985, 15995, 16005, 16015, 16025, 16035, 16045, 16055, 16065, 16075, 16085, 16095, 16105, 16115, 16125, 16135, 16145, 16155, 16165, 16175, 16185, 16195, 16205, 16215, 16225, 16235, 16245, 16255, 16265, 16275, 16285, 16295, 16305, 16315, 16325, 16335, 16345, 16355, 16365, 16375, 16385, 16395, 16405, 16415, 16425, 16435, 16445, 16455, 16465, 16475, 16485, 16495, 16505, 16515, 16525, 16535, 16545, 16555, 16565, 16575, 16585, 16595, 16605, 16615, 16625, 16635, 16645, 16655, 16665, 16677, 16685, 16695, 16705, 16715, 16725, 16735, 16745, 16755, 16765, 16775, 16785, 16795, 16805, 16815, 16825, 16835, 16845, 16855,

QUALIFIED TEACHER OF CRAFT DESIGN TECHNOLOGY

Parklands Childrens Centre,
Whitminster, Glos.
Salary: Barnham 1 (+£1,500 Community
Home Addition)

Gloucestershire is reshaping its Child Care Services and the development of Parklands Childrens Centre is a key part in this process. We have just completed a major refurbishment programme and an extension of the care and educational facilities. The Centre provides residential care for young people with emotional/behavioural difficulties. As part of the Centre's development a new workshop facility has been established for Craft Design and Technology which will be used in the range of subjects already provided. Applicants are invited from Teachers to be responsible for teaching Craft Design Technology throughout the Centre and to GCSE level as well as some tutorial responsibilities. An enthusiastic teacher is required, able to make a positive contribution to curriculum development. Further information from the Head Teacher, Telephone: Gloucester (0452) 740310. Application form and job description from Director of Social Services, Bearland Wing, Shire Hall, Gloucester GL1 2TR. Telephone: Gloucester 425190. Interview that, as this post is a substantial access to children, a police computer check will be undertaken on the selected candidate.

GLoucestershire COUNTY Opportunities COUNCIL

This County Council is an equal opportunities employer and positively welcomes applications from all sections of the community.

COMMUNITY WORKER

Eagle House Youth Centre,
Newquay Road, Knowle Road,
Knowle Vale, Bristol, BS4 1EG.
Salary: Scale JNC 3 (1-5) £9,507-£10,629
subject to review

As member of the Community Works Team to undertake community development, working through community groups and organisations in the Knowle Vale area of Bristol. Applicants should be qualified in accordance with JNC Conditions of Service for Youth and Community Worker. Assistance given with removal expenses as appropriate. Application by form only, available with further details from the Director of Personnel Services, PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE, or telephone Bristol 258585 (Answer on this number after office hours). Please quote reference number CHM/1456/CO when asking for forms which must be returned by 31st December 1987.

Community Leisure Department

Avon
COUNTY COUNCIL

Buckinghamshire County Council

Education Department
Youth and Community Service

YOUTH WORKER - BEACONSFIELD

Salary £10,200-£13,400 plus fringe
allowance £309

Based at the Curzon Centre this post involves the management and development of youth work in the major youth facility. The postholder will also have responsibility for providing support to existing youth provision in the area. Attractive relocation package worth up to £7,000, plus mortgage subsidy. Car leasing scheme available. Local authority housing may be available.

Applicants should be qualified in full-time youth work. For an informal discussion, telephone John Turner, Youth Officer, Amersham 28000 ext 2384.

Application forms and further details from the Chief Education Officer (176 BC) County Hall, Aylesbury, HP20 1UZ (Tel: Aylesbury (0295) 362610). Closing date for applications 4th January 1988.

ADULT EDUCATION continued

HOUNSLOW
SPRING OROVE CENTRE
Thornbury Road, Hounslow,
Middlesex TW7 7JG
LECTURER L1 (S.E.L.)
Required as soon as possible to join a committed team of S.E.L. teachers of adult in this multi-cultural borough. The successful candidate will be required to deliver a range of courses, experience of linked skills/subject support will be an advantage. This is an Equal Opportunity Authority.
Salary: £11,000-£12,000 p.a. P.E. conditions of service.
Closing date 8th January 1988.
Application forms and further details from the Chief Education Officer, Hounslow College, Tel: 01-895 8897.
£785 p.a. 390000

LIVERPOOL

BURTON MANOR
FOR A DUTY EDUCATION
APPOINTMENT OF
PRINCIPAL
Salary: £18,491-£20,841

Applicants are invited from graduates with experience in Adult Education for the post of Principal of the College.
Burton Manor College is situated in the village of Burton on the Wirral peninsula and currently provides a programme of adult courses covering a wide range of interests and activities as well as courses for professional staff in both industry and the public services. The successful candidate will have proven entrepreneurial skills and making abilities and will be expected to run the College on a self-sufficiency basis taking account of the needs of Liverpool and surrounding areas.

The Principal will be responsible to the Governing Body for all aspects of the management of the College.

Salary will be in accordance with the Liverpool Group 3 Scale £18,491-£20,841 plus residential allowance.

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

RICHMOND

RICHMOND COLLEGE
ORGANISER FOR
SPECIAL NEEDS
LECTURER II
Salary: £11,000-£12,000 p.a.
£18,491-£20,841 plus London weighting

This post arises from a decision to make the Education and Interpretation of the students with physical, mental or sensory handicaps a special area of work. Applicants should have an appreciation of the learning problems of such students, good organisational skills, and the ability to liaise together with knowledge of the specialist organisations for such students.

Application forms and further details available from Mrs Ann Raman, Principal, Richmond Adult and Community College, Cliden Centre, Cliden Road, Twickenham, Middx. Tel: 0181 895 8897. Closing date 8th January 1988.
£20,000

RICHMOND

RICHMOND ADULT & COMMUNITY COLLEGE
SENIOR LECTURER FOR
EDUCATION AND
COMMUNICATION
Salary: £11,000-£12,000 p.a.
£18,491-£20,841 plus London weighting

The College seeks a Senior Lecturer to take charge of Adult and Community Education within the Department of General and Liberal Studies in this large college. We are looking for a person with good organisational and teaching experience who is able to liaise effectively and who has some experience of budget management.

Application forms and further details available from Mrs Ann Raman, Principal, Richmond Adult and Community College, Cliden Centre, Cliden Road, Twickenham, Middx. Tel: 0181 895 8897. Closing date 8th January 1988.
£20,000

Youth and Community Service

DERBYSHIRE
COUNTY COUNCIL
Planes are competitive, advert
£1,000-£1,500 p.a. £11,400-£12,000

NEWCASTLE UPON TYNE EDUCATION COMMITTEE

YOUTH AND
COMMUNITY SERVICE
YOUTH AND
COMMUNITY TUTOR
KENTON SCHOOL

A qualified and experienced youth worker is required for this permanent post at Kenton School. The successful candidate will be responsible for the development of participation by young people and with communities.

You should be able to deliver quality youth work through the development of existing projects, as well as initiating new work with young people in the rural communities within the area. The Service aims to be accessible to all young people but has priorities which identify those whose needs are greatest and its resources are mobilised and allocated towards meeting these needs.

For informal discussion please contact Ray Tims, Area Youth Officer, on (0804) 869380.

Job description and application forms are available from: Area Youth Office, St. John's Centre, Tiffeld, Towcester, Northamptonshire NN12 8AA. Closing date will be 31st December 1987. Interviews will be held in January 1988. The Northamptonshire County Council welcomes applications regardless of marital status, sex, race and disability.

Further particulars and forms of application from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 3PU. Tel: (0161) 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

AREA YOUTH WORKER/ORGANISER

Salary: J.N.C. Level 3 Scale 2 points
1-5 £13,000-£16,400
Location: Area Youth Office, Tiffeld

A suitably qualified and experienced Youth Worker is required to join the South and West Area Team. You must be enthusiastic and committed to the development of participation by young people and with communities.

You should be able to deliver quality youth work through the development of existing projects, as well as initiating new work with young people in the rural communities within the area. The Service aims to be accessible to all young people but has priorities which identify those whose needs are greatest and its resources are mobilised and allocated towards meeting these needs.

For informal discussion please contact Ray Tims, Area Youth Officer, on (0804) 869380.

Job description and application forms are available from: Area Youth Office, St. John's Centre, Tiffeld, Towcester, Northamptonshire NN12 8AA. Closing date will be 31st December 1987. Interviews will be held in January 1988. The Northamptonshire County Council welcomes applications regardless of marital status, sex, race and disability.

Further particulars and forms of application from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 3PU. Tel: (0161) 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

Application forms and further details are available from the Director of Education, Education Section, Education Department, Liverpool City Council, Tel: 0151 253 1557. Closing date: 8th January 1988.
£40,000

THE TIMES EDUCATIONAL SUPPLEMENT 11.12.87

YOUTH SERVICE

RE-ADVERTISEMENTS - Previous applicants will be considered.

Senior Youth Worker

Salary £14,600 - £16,200

An energetic person is required to work as a member of the Youth Service senior team which has responsibility for the professional management of the service. The person appointed is expected to have particular responsibility for the Duke of Edinburgh's Award, links with schools, development of sports activities, work with the young unemployed and projects.

All members of the senior team are expected to contribute to the development of the training programme for youth workers. Applicants should have considerable experience of professional youth work.

District Youth Worker

Salary £13,000 - £15,000

The person appointed will take responsibility for the development of youth work within the district and for the operation of the youth centre base.

A particular need in Bootle is the development of arts opportunities for young people. Applicants will be expected to have experience of professional youth work and to be able to demonstrate a knowledge of an arts orientated curriculum.

District Youth Worker

Salary £13,000 - £14,600

The person appointed will take responsibility for the development of youth work within the district and for the operation of the youth centre base. There is a well established pattern of voluntary youth work within the district and the District Worker will be expected to liaise and co-operate with these groups. Applicants must have had experience of professional youth work.

Both District Youth Workers will be members of the Youth Service Training Team. It is essential that applicants are qualified and experienced youth workers.

For an informal discussion about the posts above, telephone: Ian MacKenzie, Youth Service Adviser 051.933.6093 (Ext. 3405)

Application Forms and further details are available, on receipt of a.s.e. from the Director of Education, Town Hall, Bootle, L20 7AE, to whom completed forms must be returned by 31st December 1987. An Equal Opportunity Employer

SEFTON COUNCIL

DORSET COUNTY YOUTH SERVICE
WIMBORNE YOUTH CENTRE
APPOINTMENT OF
FULL-TIME YOUTH LEADER
(JNC Level 2 Points 1-9 £9,400-£12,600 p.e.)

Applicants are invited from qualified, enthusiastic and experienced persons for this exciting and demanding post based in purpose built premises adjacent to the Wimborne Town Centre.

The person appointed will work closely with the area team of Youth Officers and Leaders from whom he/she will receive considerable support.

In-service training opportunities and personal support is provided and assistance with removal/re-settlement expenses will be available in approved cases.

For informal discussion please telephone Norman Hutchins on Blandford 51162.

Further details and application forms from Area Youth Officer, Peel Close, Salisbury Road, Blandford, Dorset.

Closing date 31st December, 1987.

DORSET
County Council

County Organiser
Association of Cornish Boys' Clubs

N.A.B.C. Scale D - £10,082 - £12,588

Applications are invited from qualified and experienced Youth Workers for this exciting post based in Truro.

Application Forms and further details from the Chairman, Mr R. Mylne, 25 Fore Street, Constantine, Falmouth, Cornwall TR11 5AA.

Closing date for receipt of applications, January 4th, 1988.

CORNWALL
COUNTY COUNCIL

EDUCATION COMMITTEE

YOUTH & COMMUNITY continued

HEREFORD AND WORCESTER COUNTY YOUTH SERVICE
SPORTS DEVELOPMENT OFFICER

A Joint Youth Service/ Sports Council/MSC initiative for a new Action Sport Project in Bromsgrove/Rubery areas of the County requires a Sports Development Officer to co-ordinate activities.

Applications are invited from persons with experience and qualifications in either Sports Recreation and Management, Youth and Community Work or Teaching.

Salary JNC Youth and Community Worker Scale. From £10,200 to £11,400 (subject to recruitment by County Personnel Committee).

Applications to: County Youth Officer, Education Office, County Council Offices, Worcester, Worcestershire. Closing date: 8th January, 1988. (47812) 40000

SANDWELL METROPOLITAN BOROUGH COUNCIL
DEPARTMENT OF EDUCATION

YOUTH AND COMMUNITY SERVICE
S.E.L. J.N.C. Level 3 £9,400-£12,600 p.e.

Applications are invited for the post of full time Youth Worker at Conyngham Youth Centre, Sandwell Road, West, Tipton DY4 8AT.

Applicants must be qualified Youth and Community Workers and should possess the Certificate or Diploma in Youth and Community Work or a recognised teaching qualification.

Further details and application forms are available from the Director of Education, Sandwell Council Offices, Sandwell House, Bromwich, West Midlands B70 8LT. Closing date for applications January 1st, 1988.

Sandwell Council is an equal opportunity employer.

A union membership agreement is in operation. Conviction of members of the authority will disqualify. (47874) 40000

Assistant Education Officer (Sites and Buildings)

£15,921 - £17,151 (From 1.2.88)
PO 41-44

An opportunity exists for a suitably qualified and experienced candidate. You will be responsible for the preparation and administration of Capital Programmes in this County Authority. Previous administrative experience within an education authority would be a significant advantage.

Application form and further details from: The Director of Education, Staffing Section, County Hall, Beverley, North Humberside, HU17 8BA (SAB please), Post No: 901019. Closing Date: 31st December, 1987.

Humberside County Council
Working towards equal opportunities

PRINCIPAL ASSISTANT DIRECTOR OF EDUCATION
£24,066 x 4 (2803) - £26,476

This is an important post in the senior management team of this large and progressive Education Authority. Derbyshire is determined to widen education opportunities and to combat discrimination at all levels. This vacancy offers an excellent opportunity to head a Division that is responsible for the development of Tertiary Education with co-ordinated 16-18 provision and Community Education throughout the services in accordance with major policy priorities of the County Council.

You will need to possess:

A commitment to promoting, developing and ensuring quality in the Education Service.

A successful track record of achievement in the sector of Tertiary Education.

Good knowledge of recent changes affecting the Education Service.

The post carries an excellent career advancement and the County Council operates a scheme of relocation expenses. Application forms and further details are available from the Director of Education (OD/CV), County Offices, Maccles

